



# Utah Charter School Evaluation

2002

A COMPREHENSIVE EVALUATION OF UTAH CHARTER SCHOOLS.



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# **Utah Charter School Evaluation**

## **A Comprehensive Evaluation of Utah Charter Schools**

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## ACKNOWLEDGEMENTS

This evaluation was made possible with the help of numerous persons. First and foremost are the charter school parents, students, administrative officers and governing board members who gave generously of their time and were enthusiastic about providing information about their schools. Notable among this group were Teresa Thompson, Principal of CBA Center; Nancy & Steve Winitzky, administrative officers of Center City School; Jeff Allen, CAO of Jean Massieu; Roberta Hardy, principal of Pinnacle Canyon Academy; Diane Austin, Principal, Mary Volker, CAO, and Ron Muir of Success School; Michael Benefield and Becky Nyman, the former and current CAO of Sundance Mountain School (now the Soldier Hollow School); John Broberg, Principal, and Kevin Smith, CAO of Tuacahn High School for the Performing Arts; Kathy Cochran, past principal of Uintah River High School and Cameron Cuhe, Education Director for the Ute Tribe.

The Utah State Office of Education provided a continuing stream of information and guidance regarding Utah charter schools. David Steele and Barbara Gardner, who oversaw the Utah Charter School Program for the better part of this evaluation, were instrumental in “paving the way” for the evaluation. Patricia Bradley, who now oversees the Utah Charter School Program, provided timely support and feedback. Carol Burns, Diane De Man and Kathy Dudley, also of the State Office, helped to provide much needed information. Dr. Gary Carlston, Utah Deputy Superintendent of Education, provided invaluable insight, as did David Moss, of the Utah State Board of Education and Utah State Senator Lorraine Pace.

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## INTRODUCTION

On August 7, 2001, the State of Utah Division of Purchasing issued a Request for Proposals (RFP) to evaluate Utah's charter schools. Utah State University's Center for the School of the Future (CSF) responded to the RFP and on September 6, 2001, CSF was awarded the evaluation contract. In March 2002, the evaluation was expanded to include additional questions approved by the Utah State Board of Education (USBE). The contract culminates with the presentation of this report to the USBE on October 4, 2002. The evaluation also fulfills, in part, the requirements of Utah Code 53A-1a-502 (1) (b) (i), which states, "The State Board of Education shall evaluate the charter school program and submit an evaluation report to the Education Interim Committee by October 31, 2002."

Broadly, the purpose of the evaluation was to rate Utah charter school's compliance with applicable laws and assurances, describe the characteristics of these schools, assess the extent to which they are meeting the goals of their charters, and examine their impact upon education in Utah. In addition, a description of the history of charter schools, both in Utah and nationally, and its place in the broader school choice movement is provided.

These purposes were accomplished through the use of multiple methods including site visits, interviews, surveys, examination of pertinent records and documents, review of extant studies and evaluations from other states, interaction with the Utah State Office of Education (USOE), members of the Utah State Board of Education and the Utah State Legislature, attendance at national conferences and contact with national organizations related to charter schools.

When answering evaluation questions, objective criteria are used whenever possible. In those cases where questions cannot be answered through objective means, they were answered based upon the evaluation team's experiences with charter schools including interviews with principals or chief administrative officers, parents, students, teachers and governing board members and their familiarization with the charter school program.

It should also be noted that there is an inevitable learning curve for all of those involved in charter schools. Some states have operated charter schools for over ten years and are therefore much further along that learning curve. Utah is beginning its fourth year of charter school operation and therefore still has a lot to learn about these schools. It is hoped that this evaluation will provide information that will move everyone a little further along that learning curve.

Finally, while Utah currently has 12 operating charter schools, the focus of the evaluation was on the original eight charter schools. These were CBA Center, Center City School, Jean Massieu, Pinnacle Canyon Academy, Sundance (now Soldier Hollow), Success School, Tuacahn High School for the Performing Arts and Uintah River High School.

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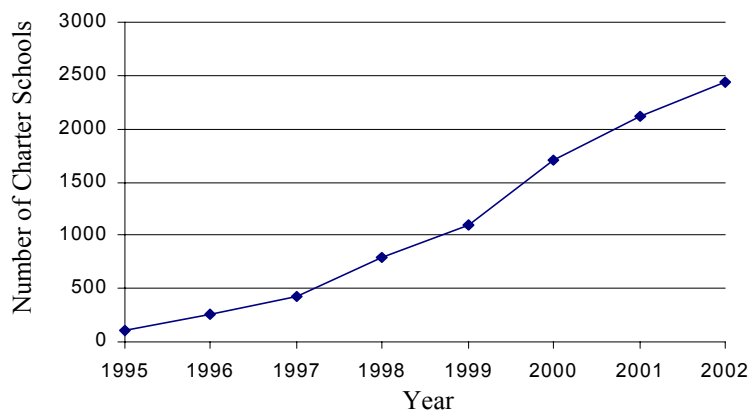
## INTRODUCTION TO CHARTER SCHOOLS

The first charter school law was passed in Minnesota in 1991. In 1998, Utah became the 31<sup>st</sup> state to pass a charter school law when the Utah State Legislature passed, and the Governor signed, HB 145. The bill authorized the creation of eight charter schools for a pilot-period of three years. The original eight charter schools are now entering their fourth year of operation, and an additional four charter schools have begun operation.

### The National Picture

Since their inception in 1991, charter school enrollment has exhibited steady growth. Presently, nearly 2,500 charter schools, with a combined enrollment of over 500,000, students operate in the United States (Exhibit 1a). Thirty-eight states, as well as Washington DC and Puerto Rico have charter school laws. Nationally, over two-thirds of charter schools have waiting lists. States bordering Utah have adapted charter school to varying degrees: Arizona has over 400 charter schools, Colorado has 89, Idaho 14 and Nevada 14.

Exhibit 1a: Growth of the number of charter schools nationally.

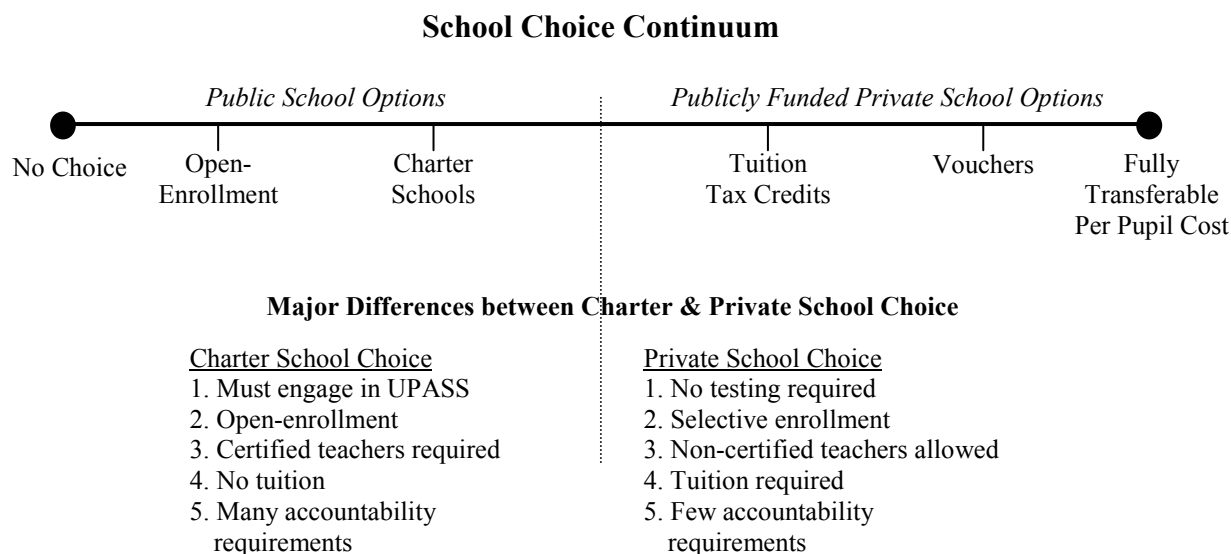


Some opponents of charter schools believe that they are nothing more than an “educational fad.” Sandra Vergari, who has extensively studied and written about charter schools, disagrees with this sentiment, stating, “Nearly a decade after the passage of the first charter school law in North America and over 2,000 charter schools later, there is little evidence to support the casual dismissal of charter schools as an unsuccessful reform.” There are numerous reasons for the growth of charter schools. Important among these are the role that charter schools play in the school choice movement—especially in light of the *No Child Left Behind* education act—and increasing federal support for charter schools.

## Charter Schools and the School Choice Movement

Charter schools are part of the national school choice movement. This movement ties market-based theories to school improvement with the belief that competition will produce better performing schools. While many questions remain about the effectiveness of charter schools, they have undoubtedly increased choice. U.S. Secretary of Education Rod Paige recently addressed the importance of charter schools in the school choice movement, saying, “I believe that charter schools are no longer an experiment, they have made worthwhile contributions to school choice...our goal is to help ensure these innovative schools continue to thrive so that parents can offer their children more choices in education.”<sup>1</sup> There are, however, some important differences between charter schools and the school choice options of tuition tax credits and vouchers. These differences, primarily the fact that charter schools are still public schools that are held publicly accountable, are highlighted in Exhibit 1b.

Exhibit 1b: School choice continuum.



## Federal Support for Charter Schools

Along with the increase in the number of charter schools nationally, federal support for these schools has also increased. Federal spending for charter schools has grown from \$6 million in 1995 to \$200 million in 2001. Former President Bill Clinton, a staunch charter school supporter, called in 1995 for 3,000 charter schools to open by 2002. President George W. Bush is an even greater proponent of charter schools. He has made them a prominent feature in his *No Child Left Behind* education act. In NCLB, charter schools are seen as providing

<sup>1</sup> June 17, 2002 U.S. Department of Education press release.

options for parents whose children are attending “under performing” schools. In addition, they are seen as a method of creating opportunities for parents, educators and community leaders to create schools outside of the existing establishment. Monetarily, NCLB provides \$200 million in federal funds for states and local communities to fund charter schools and \$100 million to be used for charter school facilities.

## Charter Schools In Utah

There are currently 12 charter schools operating in Utah. A thirteenth, the Salt Lake Arts Academy has been approved to open in Fall 2003. Exhibit 2 contains all charter schools operating or approved to operate in Utah, when they opened, the grades they serve, their enrollment, authorized enrollment, the school district in which they are located and whether they were authorized on the district or state level. With the addition four charter schools this fall, charter school enrollment has more than doubled over the previous year. It should be noted that only the initial eight charter schools were subject to this evaluation.

Exhibit 2: Utah charter schools.

Schools	Opened	Grades	Enrollment	Authorized Enrollment	District	Authorizer
CBA Center	1999	9-12	*39	49	Millard	Local District
Center City School	2000	7-10	*104	500 (Grades 7-12)	Salt Lake	State Board
Jean Massieu	1999	K-6	*23	20	Jordan	State Board
Pinnacle Canyon	1999	K-8	*171	160	Carbon	State Board
Success School	1999	8-12	*53	50	Granite	State Board
Sundance School	1999	K-6	*30	20	Alpine	State Board
Tuacahn High School	1999	9-12	*140	225	Washington	State Board
Uintah River High	1999	10-12	*45	45	Uintah	State Board
John Hancock	2002	K-6	**160		Alpine	State Board
Park City Center	2002	10-12	**100		Park City	Local District
Thomas Edison	2002	K-7	**180		Cache	State Board
Timpanogos Academy	2002	K-6	**360		Alpine	State Board
SL Arts Academy	***2003	5-8	**100		Salt Lake	State Board

Note: Pinnacle Canyon Academy recently received approval to double their enrollment over the course of the next two years; Success School received approval to increase their enrollment to 50 in Winter 2000.

\*Based upon October 1, 2001 enrollment count.

\*\* Projected for this year.

\*\*\* The Salt Lake Arts Academy has been authorized to open in Fall 2003.

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## REPORT CONCLUSIONS

Over the past year, the staff of the Center for the School of the Future at Utah State University has learned a great many things about charter schools in Utah. We have learned about the challenges, success, obstacles and solutions. We have learned about their relationship with local school districts and the sources of stress in those relationships. We have learned these things by visiting the schools, studying reports, conducting interviews and surveys, and reviewing data gathered by others. As a result of this experience, we offer the following conclusions and recommendations.

Charter schools in Utah are as different from one another as regular public schools are different from one another. Utah charter schools serve students across a broad range of abilities, from a variety of cultural and ethnic groups, and representing a full-range of other educational considerations (e.g., income, family structure, geography). Taken as a group, Utah charter schools employ a rich diversity of educational approaches, but each one is different from another in its educational approach. Thus, it is difficult to make general statements about the specifics of Utah charter schools. They are not one thing, but many things; they are successful in many areas, but not all are equally successful. In this report, we will try to present information that will describe Utah charter schools both generally and specifically. We will summarize information where a summary is justified and we will present comparisons across the eight charter schools—that were the focus of this evaluation—where individual differences are noted.

### ***The Charter School Learning Curve***

Charter schools are a relative newcomer among educational alternatives in Utah. Over the past three years, charter school personnel, as well as legislators, state office personnel, and local educators and board members have been expected to learn all about charter schools and how to manage their operation. We in Utah are still learning. If charter schools are to be successful as a long-term feature of Utah's public school picture, legislation must become clearer, rules and regulations must be written to cover conditions that are not now addressed, and technical support must be provided both to new and currently functioning charter schools.

### ***The Purpose of Utah Charter Schools***

There are six purposes of charter schools delineated in state code. No charter school has achieved distinction in meeting *all* of these purposes, although some schools have been exemplary in accomplishing specific purposes. (See Page 8, *Purposes of Charter Schools*).

### ***Academic Performance of Utah Charter Schools***

Assessing the effectiveness of charter school's instructional programs, based upon results of standardized tests, is a difficult task. Two of the main difficulties are selection effects (students were high-performing or low-performing prior to entering the charter school) and the lack of appropriate comparison groups for at-risk populations.

Given these difficulties, it can be said that elementary level charter schools generally outscore local districts on end-of-level and SAT test results. Secondary-level charter schools generally score lower than local districts on the same tests. The results for secondary-level charter schools is not surprising because three of the four charter high schools serve at-risk populations. (See Page 36, *How efficient and effective are charter schools in their assessment, performance measures and peer school comparisons?*).

One charter school has sought to overcome the aforementioned difficulties. Pinnacle Canyon Academy administers the SAT every year to all students. This allows for the analysis of student gain scores—a more accurate method of assessing performance than the current “snapshot” approach. An analysis of gain scores indicates that PCA students’ performance slightly improved over time when compared with the norm group. (See Page 43, for additional information on the analysis of PCA test scores.)

The difficulty of assessing academic impact of charters schools highlights the need of these schools to establish measurable goals—especially those schools that enroll at-risk populations. (The issue of measurable goals is addressed further in the recommendations section.)

### ***Innovation in Utah Charter Schools***

A number of Utah charter schools have incorporated innovative practices. One school has received national recognition for incorporating a system of school-based democracy; another incorporates the assessment of individual student learning styles in instruction. Other schools have developed unique methods for addressing the needs of particular student populations; including, Tuacahn High School’s emphasis in performing arts, Uintah River High School’s emphasis on Ute culture and Sundance Mountain School’s focus on the environment. (See Page 8, *Purposes of Charter Schools*.)

### ***Parent Involvement in Utah Charter Schools***

Although many would assert that parent involvement is one hallmark of charter schools, Utah charter schools experience differing degrees of parent involvement. Some charter schools involve parents in everything from hiring to voting on important issues. Other charter schools have little or no parent involvement. Generally, charter schools serving at-risk populations have the lowest levels parent involvement. (See Page 8, *Purposes of Charter Schools*.)

### ***Statutory Requirements of Utah Charter Schools***

Generally, charter schools are doing a good job of carrying out all of their rule and statutory responsibilities. In most cases where charter schools were found to be out of compliance, we determined that it was due to a lack of knowledge rather than a wanton disregard of their responsibility. (See Page 11, *Ratings of school’s compliance with assurances*; and Page 28, *To what degree are charter schools carrying out all of their rule and statutory responsibilities?*)

### ***Qualifications of Utah Charter School Teachers***

Generally, charter school teachers are qualified and have the experience needed to be effective; however, not all schools have done a good job of documenting the qualifications of their teachers. Of the 43 teachers employed by charter schools, 13 (30%) were rated as underqualified based upon CACTUS system criteria. (The CACTUS system is a computer database that contains information about teachers' licensure and assignments.) Five (12%) of these teachers lacked a current license. Throughout the public school system in Utah, approximately 5% of teachers are unlicensed.<sup>2</sup> The median number of years charter school teachers have taught is five with a range from one to forty-three years. (See Page 31, *Do charter schools' staffs have the knowledge, skills, and experience needed to create effective public school options?*)

### ***Charter School Impact upon Local Districts***

Based upon survey results from local school district board members, the impact of charter schools upon districts is minimal. This is not surprising because charter school enrollment statewide, for the period of this evaluation, represented approximately 1/800 of the total public school enrollment in Utah. However, this is not true in all specific cases. In Carbon County, Pinnacle Canyon Academy enrolls almost 7% of the district's students. (See Page 45, *How efficient and effective are charter schools in their impact on the Utah educational system?* And Page 45, *How efficient and effective are charter schools in their relationships with local school districts?*)

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<sup>2</sup> This number varies according to level taught and rural/urban designations. Source: Robertson, D. & Thorkildsen, R. (2001). *Educator Supply and Demand in Utah: Final Report to the Utah State Board of Education*. Logan, UT: Utah State University, College of Education Bureau of Research Services.

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## REPORT RECOMMENDATIONS

The following recommendations were based upon data collected from charter school administrators, teachers, students, parents and USOE staff. They were derived through consultation among members of the evaluation team.

### ***Measurable Goals***

Utah charter schools need to establish measurable goals. Currently, most charter schools operate under an ambiguous “mission statement” or goals that are poorly defined and not measurable. Measurable goals are necessary both for reasons of accountability and charters school’s own need to demonstrate that they have accomplished those things that make them unique. This is especially true for schools that address the needs of at-risk populations.

### ***Tracking Student Performance***

Charter schools should be judged primarily on their ability to increase the academic performance of their students. (Although academic skills improvement is certainly not the only worthy objective.) This is difficult to measure with the current “snapshot” approach of examining school level test scores on a year-to-year basis. The most valid method of doing this would be to employ a method of tracking the progress of individual students using a longitudinal or value-added approach.

### ***Charter School Handbook***

Charter school providers and applicants need ready access to information regarding the laws, rules, policies and procedures regarding the establishment and management of charter schools. A Utah Charter School Handbook should be created and made available to all those managing or thinking of starting a charter schools. This handbook should provide all the information needed to provide a “complete picture” of what is required of charter school providers and the resources they have to meet these requirements.

### ***Teacher Qualifications***

Charter schools must make a greater effort to ensure that teacher data are up-to-date in the state’s CACTUS database and that those teachers who are deemed “underqualified” apply for, and receive, all appropriate authorizations required to teach in Utah. In addition, charter schools must do a better job of *formally* informing parents about the qualifications of their teachers.

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## PURPOSES OF CHARTER SCHOOLS

The exhibit on the following page (Exhibit 3) contains ratings of charter school contributions to meeting the purposes of charter schools as delineated in Utah Code 53A-1a-503. School ratings are based on the following color code.

Color	Title	Explanation
Purple	Exemplary contribution	Provides an exemplary contribution to this purpose.
Green	Substantial contribution	Provides substantial contribution to this purpose.
Yellow	Partial contribution	Provides partial contribution to this purpose.
Red	No contribution	Makes little or no contribution to this purpose.
White	Incomplete data	Unable to rate contribution at this time.

It should be noted that the six purposes of charter schools can be applied on both the state or school level. On the state level, charter schools on the whole are doing a good job of fulfilling these purposes. On the school level, individual charter schools experience varying degrees of success in meeting these purposes.

The purposes of charter schools, as delineated in Utah Code 53A-1a-503 are:

- (1) continue to improve student learning;
- (2) encourage the use of different and innovative teaching methods;
- (3) create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school;
- (4) increase choice of learning opportunities for students;
- (5) establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools; and
- (6) provide opportunities for greater parental involvement in management decisions at the school level.

Exhibit 3: Ratings of schools' contribution to the purposes of charter schools.

<b>Purpose</b> <b>1</b>	<i>Continue to improve student learning.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
			N/A					
	<p>For most charter schools, available data allow for only a “snapshot” approach to assessing their impact upon the academic achievement of their students. This is an inadequate measure of the <i>improvement</i> of student learning. It does not take into consideration mobility, which affects the test scores of small schools to far greater extent than large schools, and differences between regular public school and charter school populations. With the limited information the “snapshot” method provides, it can be said that those charter schools not serving at-risk populations have standardized test scores equivalent to the students of the local school district. <b>Pinnacle Canyon Academy</b> is an exception to this rule. Because they administer the SAT to each grade, each year, an analysis of student gain scores was possible. An examination of these scores indicates that <b>PCA</b> students have slightly improved their SAT performance over time, when compared with the norm group. <b>Jean Massieu</b> has not participated in the UPASS system. Additional information concerning the academic achievement of charter schools students can be found on Page 36, <i>How efficient and effective are charter schools in their assessment, performance measures and peer school comparisons?</i></p>							
<b>Purpose</b> <b>2</b>	<i>Encourage the use of different and innovative teaching methods.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	<p>While most charter schools are innovative in some fashion, three are exemplary: <b>Center City</b> in their use of school-based democracy and a project-based curriculum, <b>Jean Massieu</b> in their complete use of American Sign Language for instruction (while not strictly innovative, this method provides a very unique alternative to normal deaf education in Utah), and <b>Success School</b> in their incorporation of learning styles in assessment and instruction.</p>							
<b>Purpose</b> <b>3</b>	<i>Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	<p>By their very nature, charter schools provide new professional opportunities for educators. In most schools, teachers are actively involved in designing and implementing the learning program. The ratings for this purpose are based upon interviews and teachers' responses to the question “My input is valued at this school” (found as part of each school's profile at the end of this report). Teachers at <b>CBA</b> were less satisfied about their ability to provide input; teachers at <b>Center City</b> and <b>Tuacahn</b> were more satisfied.</p>							
<b>Purpose</b> <b>4</b>	<i>Increase choice of learning opportunities for students.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	<p>By their very existence, charter schools offer parents alternatives to regular public school education.</p>							

<b>Purpose</b>  <b>5</b>	<i>Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	While most charters establish a “new model” of public school, there is little emphasis in measuring learning outcomes and the creation of innovative tools to do this. <b>Jean Massieu</b> receives a higher rating because they use videotape of student “signing proficiencies” to establish student improvement over the school year. <b>Pinnacle Canyon Academy</b> receives a higher rating because it administers the SAT to every grade every year and administers a parent satisfaction survey twice a year. <b>Success School</b> receives a higher rating because of their assessment of learning styles and thorough collection of student performance data.							
<b>Purpose</b>  <b>6</b>	<i>Provide opportunities for greater parental involvement in management decisions at the school level.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	Charter schools that serve highly at-risk populations have lower levels of parental involvement ( <b>CBA, Success &amp; Uintah River</b> ). <b>Pinnacle Canyon</b> receives a higher rating because all parents get to vote on important issues (at quarterly meetings) and rate teachers on a yearly basis. These ratings are based upon interviews and survey responses, especially the question “Parent input is valued at this school.”							

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## CHARTER SCHOOL ASSURANCES

Exhibit 4 on the following page contains ratings of each charter school's compliance with the 26 assurances they agreed to meet as part of the application process. School ratings are based on the following color code.

Color	Title	Explanation
Purple	Exemplary compliance	Provides an exemplary example of complying with assurance (not applicable to all assurances).
Green	Substantial compliance	Substantially complies with assurance.
Yellow	Partial compliance	Partially complies with assurance.
Red	Deficient compliance	Little or no compliance with the assurance.
White	Incomplete data	Unable to rate at this time.

### Assurance Rating Caveat

Rating charter school compliance with assurances is a difficult task for two primary reasons. The first reason is the broad nature of some of the assurances. For example, Assurance F begins by stating that *"The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education."* It is impossible, apart from being omniscient, to know if each charter has fully complied with this assurance. The second reason for the difficulty of this task is the lack of a definitive response for some assurances. For example, Assurance D states *"The charter school will provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations."* In most cases, compliance with this assurance is easily determined by a review of insurance documents. Assurance T, however, is a different matter. Assurance T states, *"The charter will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making."* An "active parent/guardian involvement process" is difficult to define and measure; therefore, the rating is more subjective (and difficult to make) than ratings of insurance coverage.

Exhibit 4: Ratings of school's compliance with assurances.

<b>Assurance A</b>	<i>The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, including a monthly submission of a financial report of revenue, expenditures, and student enrollment.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	Each charter school has submitted to an independent audit by certified accounting firms. Schools struggled with monthly reporting requirements, but have improved performance in this area. <b>Center City, Tuacahn High School for the Performing Arts</b> and <b>Uintah River</b> are currently delinquent in making their textbook reports. <b>Tuacahn</b> has not made its final monthly report from the last (2002-2002) school year.							
<b>Assurance B</b>	<i>The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	Each charter school has clear procedures for auditing school finances per USOE requirements.							
<b>Assurance C</b>	<i>The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, other documents related to all funds, including the submission of reports as may be required.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	There appears to be no problem in this area. All charter schools have made pertinent records available to the evaluation team.							
<b>Assurance D</b>	<i>The charter school will provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	All schools have provided evidence of insurance coverage.							
<b>Assurance E</b>	<i>The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	While not mentioned specifically in this assurance, state law is clear that charters need to provide copies of their annual performance reports to their local school district as well as providing information in these reports regarding their progress toward the goals set-fourth in their charter. Most charters have failed to provide reports to districts ( <b>CBA &amp; Success</b> being exceptions) and most have failed to mention goals in these reports. Part of the problem is that few charter schools delineated any goals within their original applications. (See Recommendations for a discussion of school goals.)							

Assurance <b>F</b>	<i>The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
Assurance F requires charter school compliance with all appropriate rules, regulations and state guidelines. Each charter school appears to be in compliance with this assurance, and has taken steps—in the form of documenting these assurances—that they are complying with all appropriate rules, regulations and state guidelines.								
Assurance <b>G</b>	<i>All physical assets purchased with public funds become the property of the Utah State Board of Education upon termination of the charter school.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
This assurance only applies if a school’s charter is revoked, at which time their property reverts to state control; therefore there are no ratings at this time.								
Assurance <b>H</b>	<i>The charter school will comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
All charter schools understand the importance of FERPA laws and appear to be in compliance.								
Assurance <b>I</b>	<i>The charter school will comply with Title VI of the Civil Rights Act of 1964 prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, color, or national origin, and in compliance with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
There is no indication that charter schools have discriminated on the basis of race, color, national origin or sex. See the bottom of Page 28 for further discussion of this issue.								
Assurance <b>J</b>	<i>The charter school assures that no otherwise qualified person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
There does not appear to be any indication of discrimination on the basis of disability, by charter schools.								
Assurance <b>K</b>	<i>The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
There is no indication that charter schools are using funds for sectarian or religious purposes.								

Assurance <b>L</b>	The charter school will function under an open admission policy on the same basis as other public schools. If the number of students applying to enroll exceeds the capacity of the school or of programs, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	The open enrollment laws regarding charter schools are vital to their success, both nationally and statewide. However, this law may come in conflict with charter schools that desire to enroll students that are at-risk. This is most evident at <b>Success</b> , where only students that are on court-ordered probation are enrolled. Other than this case, schools appear to have complied with all open admission policies and procedures. See the bottom of Page 28 for further discussion of this issue.							
Assurance <b>M</b>	The charter school assures that it will not conduct a program of instruction until such time as: (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors; (2) Adequate equipment, materials, and guidance and counseling services are available; and, (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	There has been confusion about requirements for school fire and health inspections. This confusion is based <i>in part</i> upon the lack of a clear understanding of what is required in terms of these inspections. All charter schools, except for <b>Success School</b> , have had a fire inspection within the past year. Only <b>Pinnacle Canyon Academy</b> and <b>Uintah River</b> have had health inspections during the past year. <b>Success School</b> has had neither fire nor health inspections.							
Assurance <b>N</b>	The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	There does not appear to be any violation of hiring or employment practices by charter schools.							
Assurance <b>O</b>	The charter school will only employ educators who hold valid Utah teaching certificates or who meet State Board requirements for alternative certification or authorization.							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	Every school had at least one teacher rated as “underqualified” based upon state criteria. In the case of <b>CBA</b> , <b>Jean Massieu</b> and <b>PCA</b> , there were slight differences in required and actual endorsements. <b>Success</b> did not have all of their teachers in the CACTUS system (yellow rating) although they were all licensed. Three schools— <b>Center City</b> , <b>Tuacahn</b> and <b>Uintah River</b> —had at least one teacher that was not licensed based upon the CACTUS system (red rating).							
Assurance <b>P</b>	The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	Based upon self-reports, all charters use the State core curriculum as the basis for curriculum development and instruction. 92% of charter school teachers agreed or strongly agreed with the statement “I follow the state core when developing lesson plans.”							

Assurance <b>Q</b>	<i>The charter school will employ the use of the Stanford Achievement Test Ninth Edition and the Utah State Core Curriculum End-of-Level tests as a fundamental part of the overall assessment program for the school.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	Center City just completed its second year of operation. There was some confusion about testing the first year, so scores are not available for that year; they have administered all UPASS assessments their second year. Jean Massieu has not administered UPASS assessments—claiming difficulty with the alternative protocols needed for their population of deaf students. They have committed to administering all required assessments in the future. Pinnacle Canyon Academy goes beyond UPASS requirements by administering the SAT to every grade every year.							
Assurance <b>R</b>	<i>The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	Teachers at all schools, except for Center City, reported that they have SEP/SEOPs for all their students. Fewer than half of the teachers at Center City reported that all their students have SEP/SEOPs.							
Assurance <b>S</b>	<i>The charter will operate with a written procedure for student suspension, and dismissal, including appeal procedures.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	All charter schools provided written standards or cited sources for student disciplinary policies within their original charters.							
Assurance <b>T</b>	<i>The charter will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	Parent involvement is an important aspect of charter schools. Its application, however, is problematic for some schools, especially those that serve at-risk populations. At Pinnacle Canyon, all parents get to vote on important issues and rate teachers on a yearly basis.							
Assurance <b>U</b>	<i>The charter school will function under the stipulations of a clear, written agreement with the districts of student residence regarding the involvement of students in extracurricular activities and/or interscholastic activities governed by the Utah High School Activities Association, if such programs are offered.</i>							
	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
	Cooperation with local districts in regards to providing extra-curricular opportunities for charter students has meet with varied success. Success school has been able to place several students on Granite district athletic teams. Tuacahn has had difficulty placing a student on a local high school athletic team. This is generally not an issue for elementary and middle level charter schools.							

<b>Assurance</b> <b>V</b>	<i>The charter school will not charge tuition or fees, except those fees normally charged to other public schools.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	There is no indication that charter schools are charging fees beyond those that would normally be charged at other public schools. Exhibit 28, Page 29 contains parent reports of fees paid.							
<b>Assurance</b> <b>W</b>	<i>The charter school will operate under the provisions of the Utah Open Meeting Law.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	There is no indication that charter schools are violating open meeting laws; all charter schools seem aware of the requirements of this law.							
<b>Assurance</b> <b>X</b>	<i>A copy of the signed charter will be supplied to interested individuals or groups upon request.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	There is no indication that any requests for a school's charter has been refused.							
<b>Assurance</b> <b>Y</b>	<i>The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	<b>Success</b> is serving a number of students beyond what was stated in their original charter. An amendment to their charter has not been requested. <b>Success</b> needs to apply for an amendment to expand their enrollment							
<b>Assurance</b> <b>Z</b>	<i>The filing of this application for charter status has been authorized by the governing body acting through its authorized representative identified on the application as the chief administrative officer.</i>							
	<b>CBA</b>	<b>Center City</b>	<b>J. Massieu</b>	<b>PCA</b>	<b>Success</b>	<b>Sundance</b>	<b>Tuacahn</b>	<b>Uintah Rvr</b>
	All charter school applications were filed with the appropriate authorization.							

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## ANSWERS TO EVALUATION QUESTIONS

The following pages contain answers to the evaluation questions found in Exhibit 5. These represent the questions that were contained in the original evaluation proposal, and an additional set of questions added to the evaluation contract in March 2002. A list of these questions, as well as the sources of information and methods used to answer them can be found in Appendix D.

Exhibit 5: Evaluation questions.

<u>No.</u>	<u>Evaluation Question</u>
1.	What are the characteristics of Utah charter schools?
2.	To what degree are charter schools carrying out all of their rule and statutory responsibilities?
3.	Do charter schools' staffs have the knowledge, skills, and experience needed to create effective public school options?
4.	How efficient and effective are charter schools in their: <ul style="list-style-type: none"><li>a. Responsible behavior in meeting objectives found in their mission statements?</li><li>b. Individual characteristics?</li><li>c. Educational programs?</li><li>d. Governance structures?</li><li>e. Assessment, performance measures and peer school comparisons?</li><li>f. Progress reports?</li><li>g. Impact on the Utah educational system?</li><li>h. Relationships with local school districts?</li></ul>
5.	What are the barriers experienced by charter schools and USOE staff?
6.	Do resources (both human and monetary) match USOE and charter school needs?
7.	How do Utah charter schools compare to other states' charter school programs in terms of costs, funding, staffing, and responsibilities?
8.	Additional evaluation questions: <ul style="list-style-type: none"><li>a. What waivers have charter schools applied for to the State Board? Which have been accepted?</li><li>b. What federal programs are charter schools participating in? What federal monies do charter schools receive?</li><li>c. What are charter schools' sources of funding, including state, federal and private funds? (The sources of private funds do not necessarily need to be identified.)</li><li>d. What is the financial stability (outlook) of charter schools?</li><li>e. What is the impact of charter schools on local districts?</li><li>f. What are the perceptions of districts and parents about charter schools?</li></ul>

<b>Question 1</b>	What are the characteristics of Utah charter schools?
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In this section, the characteristics of Utah's charter schools, and charter school parents, students and teachers are provided. Additional information about each of the charter schools can be found in later in this report in Charter School Profiles.

## **Characteristics of Utah Charter Schools**

Exhibit 6 contains information related to the eight charter schools that were the subject of this evaluation.

Exhibit 6: Original eight Utah charter schools.

Schools	Opened	Grades	Enrollment*	District	Authorizer
CBA Center	1999	9-12	39	Millard	Local District
Center City School	2000	7-10	104	Salt Lake	State Board
Jean Massieu	1999	K-6	23	Jordan	State Board
Pinnacle Canyon	1999	K-8	171	Carbon	State Board
Success School	1999	8-12	53	Granite	Local District
Sundance School	1999	K-6	30	Alpine	State Board
Tuacahn High School	1999	9-12	140	Washington	State Board
Uintah River High	1999	10-12	45	Uintah	State Board

\*Based upon October 1, 2001 enrollment count.

The following pages contain the information listed below about charter school students, parents and teachers. Greater information about individual charter schools can be found in School Profiles.

### Student

- Ethnicity, by school
- Ethnicity, statewide
- Years attended
- Intent to re-enroll
- Type of school previously attended
- Home computer & Internet access
- SEP/SEOPs

### Parent

- Parent (respondent) gender
- Parent level of education
- Number of children attending charter school
- Number of years child has attended charter school
- Intent to re-enroll child in charter
- Type of school child attended prior to charter
- Ranking of reason enrolled child in charter school

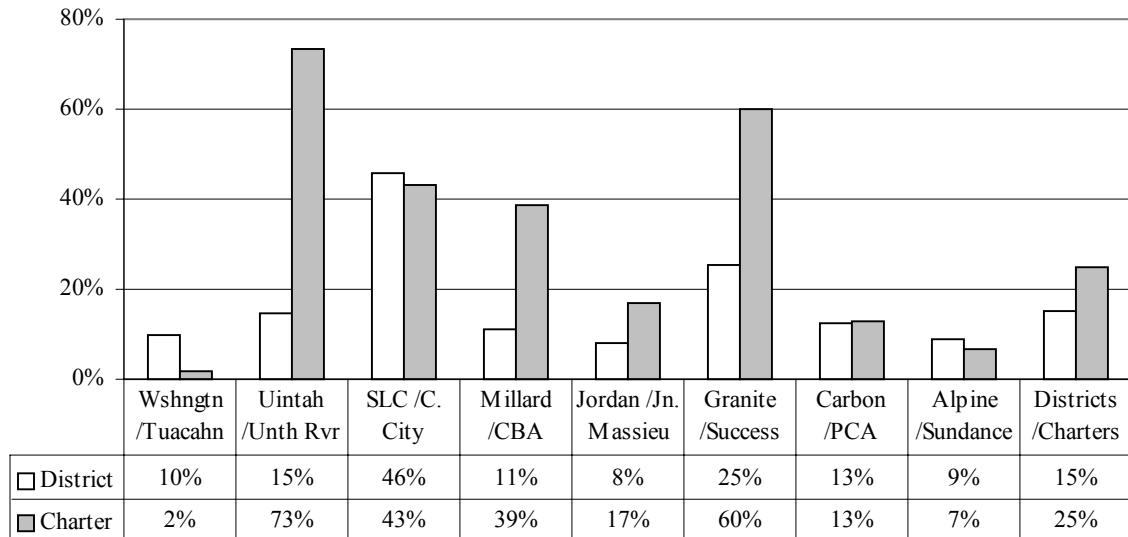
### Teacher

- Ethnicity, statewide
- Years at charter
- Certification
- Former employment
- Level of education
- Returning to charter?
- Reasons for choosing charter
- Satisfaction with charter

## Characteristics of Charter School Students

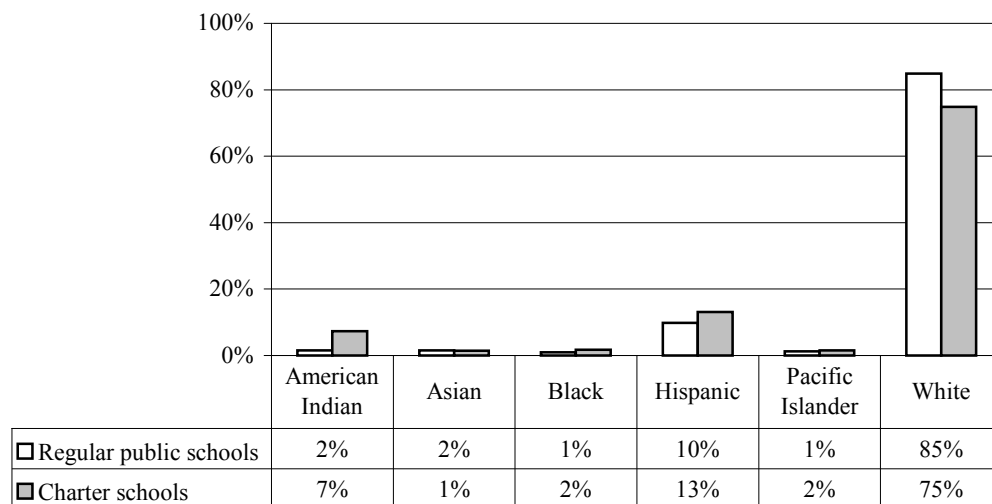
The following pages contain information about the characteristics of Utah charter school students. These characteristics are derived from sources of information including student, teacher and parent reports, and USOE data. Information may not be available for all students at all schools.

Exhibit 7: Ethnic enrollment breakdown for districts and charters.\*



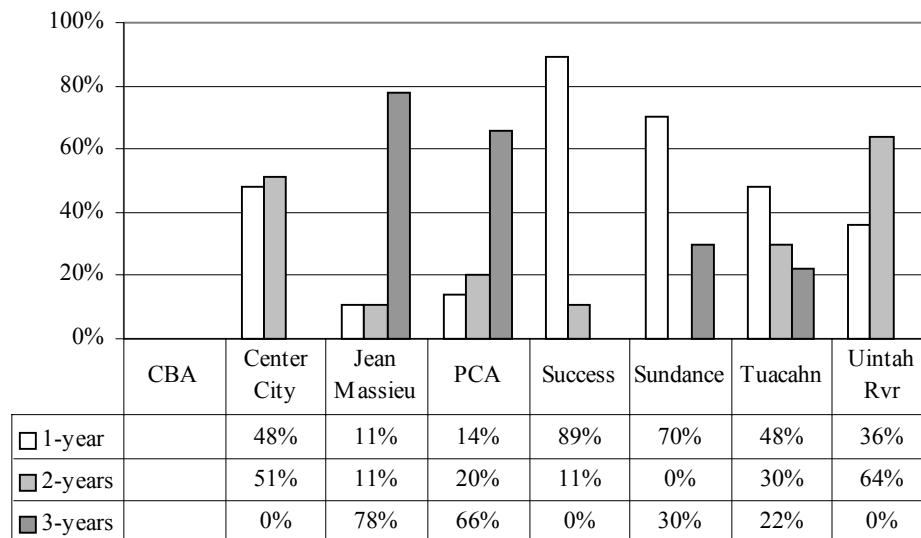
\*From USOE records.

Exhibit 8: Statewide percent of ethnic enrollment for districts and charters.\*



\*From USOE records.

Exhibit 9: How many years has your child attended a charter school? (Parent reports.\*)



\* CBA had too few parent respondents to report information.

Exhibit 10: Type of school student attended prior to attending charter. (Student reports.)

<i>What type of school did you attend prior to this one?</i>						
School	N	Public school	Private school	Parochial school	Home school	Other
CBA Center	28	100%	--	--	--	--
Center City School	76	91%	5%	--	--	4%
Pinnacle Canyon	67	76%	1%	14%	1%	--
Success School	58	90%	2%	--	5%	3%
Tuacahn High School	101	91%	2%	--	6%	1%
Uintah River High	35	94%	--	--	3%	3%
Total	383	87%	2%	4%	1%	6%

Exhibit 11: Home computers and Internet access. (Student reports.)

School	N	<i>Is there a computer at your home?</i>		<i>Do you have internet access at home?</i>	
		YES	NO	YES	NO
CBA Center	28	46%	54%	32%	68%
Center City School	76	77%	23%	57%	43%
Jean Massieu	N/A	N/A	N/A	N/A	N/A
Pinnacle Canyon	67	96%	5%	82%	18%
Success School	60	55%	45%	37%	63%
Sundance School	N/A	N/A	N/A	N/A	N/A
Tuacahn High School	102	94%	6%	79%	21%
Uintah River High	34	49%	51%	41%	59%
Total	367	76%	24%	61%	39%

Exhibit 12: Student SEP/SEOPs. (Teacher reports.)

<i>Is there a completed SEP/SEOP for each of your students?</i>		
	YES	NO
CBA Center	3	1
Center City	3	6
Jean Massieu	4	1
Pinnacle Canyon	9	0
Success School	3	1
Sundance	N/A	N/A
Tuacahn	8	2
Uintah River	4	0
Total	34	11
Percent	76%	24%

### Characteristics of Charter School Parents

The following pages contain information about the characteristics of parents with children attending Utah charter schools. These characteristics are derived from parent surveys administered through the mail during summer 2002. CBA had too few parent respondents to report information.

Exhibit 13: Survey respondent sex.

<i>What is your relationship to child/children attending this charter school?</i>			
	Mother or female guardian	Father or male guardian	Other
CBA Center	N/A	N/A	N/A
Center City*	29	1	
Jean Massieu	7	2	
Pinnacle Canyon	60	8	
Success School	6	2	
Sundance	5	5	
Tuacahn	43	4	
Uintah River	10		1
Totals	160	22	1
Percent	87%	12%	1%

Exhibit 14: Parent level of education.

<i>What is your highest level of education?</i>					
	Some high school or less	High school diploma or GED	AA degree or some college	Bachelor's degree	Graduate degree
CBA Center	N/A	N/A	N/A	N/A	N/A
Center City		11	6	10	4
Jean Massieu		2	3		4
Pinnacle Canyon		12	32	20	6
Success School	2	2	3	1	1
Sundance		1	1	5	3
Tuacahn		3	28	14	4
Uintah River	2	7		1	1
Total	4	38	73	51	23
Percent	2%	20%	39%	27%	12%

Exhibit 15: Number of children attending charter school.

<i>How many of your children attend this charter school? (2001-2002 school year)</i>				
	1 Child	2 Children	3 Children	4 Children
CBA Center	N/A	N/A	N/A	N/A
Center City	26	4	1	
Jean Massieu	7	1	1	
Pinnacle Canyon	42	19	8	1
Success School	9			
Sundance	9		1	
Tuacahn	41	8		
Uintah River	10	1		
Totals	144	33	11	1
Percent	76%	17%	6%	1%

Exhibit 16: Years attending charter school.

<i>How many years have some or all of your children attended this school?</i>			
	1 Year	2 Years	3 Years
CBA Center	N/A	N/A	N/A
Center City*	15	16	
Jean Massieu	1	1	7
Pinnacle Canyon	10	14	46
Success School	8	1	
Sundance	7		3
Tuacahn	24	15	11
Uintah River	4	7	
Totals	69	54	67
Percent	36%	28%	35%

Exhibit 17: Intent to re-enroll children.

<i>Do you plan to send your children to this school next year?</i>				
	Yes	No	Not Sure	Child Graduated
CBA Center	N/A	N/A	N/A	N/A
Center City	20	7	1	2
Jean Massieu	9			
Pinnacle Canyon	61	4	2	3
Success School	1	3	4	1
Sundance	7	2	1	
Tuacahn	30	5		15
Uintah River	2	1	1	7
Totals	130	22	9	28
Percent	81%*	14%	6%	--

\*Percent with "Child Graduated" not used in calculation of percentages.

Exhibit 18: Type of school child attended prior to charter.

<i>What type of school did your child/children attend prior to this one?</i>						
	Regular public school	Private school (non-parochial)	Parochial or church-related school	Home taught	Didn't attend school (preK)	Other
CBA Center	N/A	N/A	N/A	N/A	N/A	N/A
Center City	22	2	2	2		3
Jean Massieu	5				1	3
Pinnacle Canyon	35		18		15	1
Success School	9					
Sundance	5	1		1	1	1
Tuacahn	45	1	1	2		1
Uintah River	9					2
Total	130	4	21	5	17	11
Percent	69%	2%	11%	3%	9%	6%

Exhibit 19: Ranking of reasons parents enrolled child at charter school.

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	Greater quality of teachers	4.57	0.79
1.	Smaller class sizes	4.57	0.90
3.	High academic standards	4.50	0.79
4.	Specific curriculum or instructional philosophy	4.29	0.93
5.	Interest in being involved in an educational reform effort	4.16	1.08
6.	Greater parent involvement	4.12	1.02
7.	Greater school safety	3.99	1.08
8.	Greater availability/use of computers & other technology	3.88	1.03
9.	Greater quality of students	3.82	1.24
10.	I was unhappy with the curriculum & instruction at previous school.	3.42	1.48
11.	My child was performing poorly at previous school	2.81	1.69

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important. (n = 190)

### Characteristics of Charter School Teachers

The following pages contain information about the characteristics of Utah charter school teachers. Information is derived from teacher surveys administered during spring 2002. Survey information was not available from Sundance.

Exhibit 20: Years working at charter/years teaching.

Item	Mean	SD
Number of years teaching at charter (3 years max.).	1.88	0.82
Number of years teaching.	8.64	10.28

Exhibit 21: Certification status of charter school teachers.

School	Certified in Utah	Working on Certification	Meet Alternative Certification Requirements	Certified in State other than Utah	Other
CBA Center	5				1
Center City	4	3	2	3	1
Jean Massieu	1	3			
Pinnacle Canyon	9				
Success School	4				
Sundance	N/A	N/A	N/A	N/A	N/A
Tuacahn	7	2			1
Uintah River	3		1		
Total	33	8	3	3	3
Percent	66%	16%	6%	6%	6%

Exhibit 22: Charter school teacher endorsements.

<i>Are you teaching in a subject area that you are certified to teach in?</i>			
	YES	NO	Not Applicable
CBA Center	5	1	
Center City	9	3	
Jean Massieu	2		2
Pinnacle Canyon	8	1	
Success School	4		
Sundance	N/A	N/A	N/A
Tuacahn	7	1	2
Uintah River	3	1	
Total	38	7	4
Percent	78%	14%	8%

Exhibit 23: Charter school teachers' former employment

<i>What type of school did you teach at prior to this one?</i>					
	Public School	Private School	Parochial School	Not Teaching	Other
CBA Center	5			1	
Center City	5	4		2	2
Jean Massieu	1			1	2
Pinnacle Canyon	6		2	1	
Success School	4				
Sundance	N/A	N/A	N/A	N/A	N/A
Tuacahn	2	1		5	2
Uintah River	3			1	
Total	26	5	2	11	6
Percent	52%	10%	4%	22%	12%

Exhibit 24: Charter teachers' level of education.

<i>What is your highest level of education?</i>				
	High School	Bachelors	Masters	Doctorate
CBA Center		4	2	
Center City	1	7	4	1
Jean Massieu		3	1	
Pinnacle Canyon		6	3	
Success School		2	2	
Sundance	N/A	N/A	N/A	N/A
Tuacahn	1	7	1	1
Uintah River		4		
Total	2	33	13	2
Percent	4%	66%	26%	4%

Exhibit 25: Charter teachers, returning to school?

<i>Do you plan to teach at this school next year?</i>			
	YES	NO	Not Sure
CBA Center	5		1
Center City	12		1
Jean Massieu	5		
Pinnacle Canyon	9		
Success School	4		
Sundance	N/A	N/A	N/A
Tuacahn	8	2	
Uintah River	3		1
Total	46	2	3
Percent	90%	4%	6%

Exhibit 26: Reasons teachers chose to work at charter school.

<i>Rate the importance of the following factors in your decision to seek employment at this (charter) school?</i>			
Rank	Item	Mean*	SD
1.	Smaller class sizes	4.45	1.10
2.	Opportunity to work with like-minded educators	4.37	0.96
3.	High quality of teachers	4.33	1.11
4.	Interest in being involved in an educational reform effort	4.24	1.21
4.	Freedom to teach the way I want	4.24	1.01
6.	High academic standards	4.10	1.15
7.	Specific curriculum or instructional philosophy	4.06	0.98
8.	High quality of students	3.73	1.20
9.	Greater parent involvement	3.61	1.23
10.	Fewer discipline problems	3.55	1.24
11.	Greater school safety	3.45	1.38
12.	Greater availability/use of computers & other technology	3.31	1.23

\*On a scale of 1 to 5, with 1 = Very Unimportant and 5 = Very Unimportant (n = 51).

Exhibit 27: Teacher satisfaction with various aspects of their school.

<i>Rate your level of satisfaction with the following aspects of your school?</i>			
Rank	Item	Mean*	SD
1.	School goals	4.29	0.81
2.	Evaluation or assessment of your performance	4.10	0.81
3.	Ability of the school to fulfill its stated goals	3.98	0.89
4.	Administrative leadership	3.92	1.11
4.	School governing structure	3.88	1.03
6.	Resources available for instruction	3.58	1.11
7.	Salary level	3.55	0.87
8.	Relations with the community at large	3.55	1.03
9.	Fringe benefits	3.30	1.16
10.	Availability of computers and other technology	3.10	1.14
11.	School buildings and facilities	3.02	1.19

\*On a scale of 1 to 5, with 1 = Very Dissatisfied and 5 = Very Satisfied (n = 51).

<b>Question 2</b>	To what degree are charter schools carrying out all of their rule and statutory responsibilities?
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Per the evaluation proposal, all of the relevant statutory requirements for charter schools, located in PC 53A-1a-503, were examined as part of this evaluation. Each of these 22 requirements is listed below, followed by an evaluative comment. In some cases, these requirements are addressed in another section of the report, and the reader is referred there.

<b>Subsection</b>	<b>Description</b>
<b>503 (1)</b>	Do Utah charter schools improve student learning?
<b>503 (2)</b>	Do Utah charter schools encourage the use of different and innovative teaching methods?
<b>503 (3)</b>	Do Utah charter schools create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program of the school?
<b>503 (4)</b>	Do Utah charter schools increase choice of learning opportunities for students?
<b>503 (5)</b>	Do Utah charter schools establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools?
<b>503 (6)</b>	Do Utah charter schools provide opportunities for greater parental involvement in management decisions at the school level?

These subsections were addressed previously in the ratings of school's contribution to the purposes of charter schools (see Page 8).

<b>Subsection</b>	<b>Description</b>
<b>506 (2)a</b>	Have Utah charter schools enrolled all applicants?
<b>506 (2)(b)(i)</b>	If the number of applicants exceeds the number of available spaces, were applicants admitted on a random basis (except where exempted by state law)?
<b>506 (3)</b>	Have Utah charter schools discriminated in admission policies?

Based upon interviews with principals or CAOs, students, teachers and governing boards, there is no evidence that charter schools have discriminated in admission policies. Several schools have been over-enrolled and instituted a lottery system to select students for enrollment (PCA & Tuacahn).

Critics of charter schools often accuse them of taking only the best students, or the easiest to educate, thus leaving the more difficult cases for the other public schools. In Utah, however, four of the eight charter schools included in this study serve largely students with disabilities or those who are at-risk (e.g., Jean Massieu & Success School). Of the remaining schools, some do serve a group of students who are relatively higher achieving than their local district counterparts, but there is little evidence to support an argument of educational "profiteering" or skimming. Unique curricular opportunities, greater parental involvement in decision-making, and geographical factors are the likely contributors to these conditions.

Subsection	Description
<b>507 (1)</b>	Are Utah charter schools nonsectarian in their programs, admission policies, employment practices, and operations?

Based upon interviews with principals or CAOs, students, teachers and governing boards, there is no indication that any Utah charter school is sectarian in any of their practices.

Subsection	Description
<b>507 (2)</b>	Do Utah charter schools charge tuition or fees, except those fees normally charged by other public schools?

The following exhibit contains parent responses to the question “How much money did you give the charter school for required fees, for all of your children, during the past school year?” Clearly, charter schools are not requiring fees beyond those that are normally found regular public schools. Tuacahn High School does require a \$95 activity fee, but this is not out of the ordinary for regular high schools.

Exhibit 28: Fees paid to school. (Parent reports.)

School	N	Mean	Median	SD	Range
CBA Center*	N/A	N/A	N/A	N/A	N/A
Center City School	29	\$ 123.	\$ 25.	\$ 486.	\$0. - \$2,640.
Jean Massieu	9	\$ 0.	\$ 0.	\$ 0.	
Pinnacle Canyon	64	\$ 12.	\$ 0.	\$ 61.	\$0. - \$450.
Success School	9	\$ 3.	\$ 0.	\$ 8.	\$0. - \$25.
Sundance School	10	\$ 0.	\$ 0.	\$ 0.	
Tuacahn High School	45	\$ 100.	\$ 95.	\$ 53.	\$0 - \$200.
Uintah River High	10	\$ 6.	\$ 0.	\$ 16.	\$0. - \$6.

\*Parent reports for CBA were too few to report.

Subsection	Description
<b>507 (3)</b>	Do Utah charter schools meet all applicable state and local health, safety, and civil rights requirements?

There has been confusion about requirements for school fire and health inspections. This confusion is based *in part* upon the lack of a clear understanding of what is required in terms of these inspections. All charter schools, except for Success, have had a fire inspection within the past year. Only Pinnacle Canyon Academy and Uintah River have had health inspections during the past year. Success School has had neither fire nor health inspections. See Assurance M on Page 14 for ratings of school compliance with fire and safety regulations.

There is no indication that charter schools have discriminated on the basis of race, color, national origin or sex. See Assurance I on Page 13 for ratings of compliance with anti-discrimination laws.

<b>Subsection</b>	<b>Description</b>
<b>507 (4)(a)</b>	Do Utah charter schools make the same annual reports required of other public schools under Title 53A, including an annual financial audit reports?
<b>507 (4)(b)</b>	Do Utah charter schools make its reports directly to the State Board of Education and provide a copy to the local school board of the district in which the school is located?
<b>507 (5)</b>	Are Utah charter schools accountable to the state board for performance as provided in Section 53A-1a-509.
<b>509 (1)</b>	Do Utah charter schools make annual progress reports to the State Board of Education, the local school board of the district in which the school is located, and the Legislature through its Education Interim Committee?
<b>509 (2)(a)</b>	Do annual progress reports contain the school's progress toward achieving its goals as set out in the charter?
<b>509 (2)(b)</b>	Do annual progress reports contain the financial records of the school, including revenues, expenditures, and employee salary and benefit levels

Initially, charter schools had difficulty meeting reporting requirements. They have since improved. Some minor reports remain to be submitted. Almost all charter schools have failed to provide copies of reports to their local districts. See Assurances A & E on Page 12 for ratings of school compliance with reporting requirements.

<b>Subsection</b>	<b>Description</b>
<b>507 (6)</b>	Do Utah charter schools advocate unlawful behavior?

Based upon interviews with principals or CAOs, students, teachers and governing boards, there is no indication that charter schools advocate unlawful behavior.

<b>Subsection</b>	<b>Description</b>
<b>512 (3)(a)(i)</b>	Are Utah charter school teachers licensed?
<b>512 (3)(a)(ii)</b>	If a charter school teacher is not licensed, on the basis of demonstrated competency, would this teacher qualify to teach under alternative certification or authorization programs?

See Assurance O on Page 14 for ratings of schools' compliance with meeting teacher licensure requirements. See Evaluation Question 3 on Page 31 for additional information related to teacher licensure.

<b>Subsection</b>	<b>Description</b>
<b>512 (3)(b)</b>	Have Utah charter schools disclosed the qualifications of its teachers to the parents of its students?

Based upon interviews with principals or CAOs, students, teachers and governing boards, charter schools have only informally met this requirement, usually by introducing teachers at parent night. Charter schools should be encouraged to do this in a formal written document that is sent home to parents.

<b>Evaluation Question</b> <b>3</b>	Do charter schools' staffs have the knowledge, skills, and experience needed to create effective public school options?
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Exhibit 29 contains a list of all schools, the number of teachers at that school and the number of teachers rated as "underqualified" by criteria in the CACTUS system. This data refers only to the 2001-2002 school year. Also contained in the exhibit is the reason for underqualified status and the number of unlicensed teachers. It should be noted, however, that just because the CACTUS system returns a teacher as underqualified, it does not necessarily mean that the teacher *is* underqualified. In some instances, it was found that charter schools had not submitted the proper paperwork to the state office regarding teacher qualifications, resulting in the false identification of some teachers as underqualified. The following page contains a frequency graph of teachers' years of experience and teachers self-reported level of education.

Exhibit 29: Number of unqualified teachers at each school.

School	No. of teachers	No. of underqualified teachers	Reason
CBA Center	6	2	Two teachers were underqualified for specific assignments totaling 1.25 fte. All teachers were licensed.
Center City School	8	5	Five teachers were underqualified for specific assignments totaling 5.0 fte. Three teachers were not licensed.
Jean Massieu	2	2	Two teachers were not qualified for specific assignments totaling 2.00 fte. All teachers had special education licenses and were endorsed in <i>Hearing Impairments</i> .
Pinnacle Canyon	10	1	One teacher was underqualified for specific assignment totaling 1.0 fte. All teachers were licensed.
Success School	4	Unknown	Success teachers were not been entered into the state's CACTUS system as Success teachers. They were entered, as Granite School District employees. Therefore, assessment of qualifications was not possible. All teachers, however, were licensed.
Sundance School	1	0	Sundance had one qualified teacher for the 2001-2002 school year; however, that teacher left the school in Spring 2002.
Tuacahn High School	8	1	One teacher was underqualified for specific assignment totaling 1.0 fte. This teacher was not licensed.
Uintah River High	4	2	Two teachers were underqualified for specific assignments totaling 1.32 fte. One teacher was not licensed.

Exhibit 30: Charter teacher experience. (Self-report.)

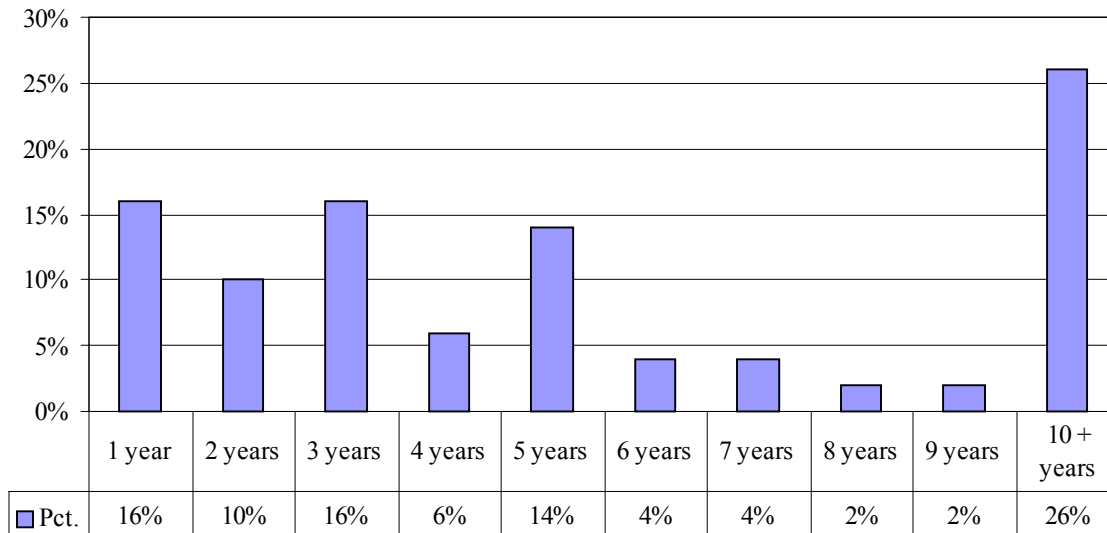


Exhibit 31: Charter teachers' level of education. (Self-report.)

<i>What is your highest level of education?</i>				
	High School	Bachelors	Masters	Doctorate
CBA Center		4	2	
Center City	1	7	4	1
Jean Massieu		3	1	
Pinnacle Canyon		6	3	
Success School		2	2	
Sundance	N/A	N/A	N/A	N/A
Tuacahn	1	7	1	1
Uintah River		4		
Total	2	33	13	2
Percent	4%	66%	26%	4%

<b>Evaluation Question</b> <b>4</b>	How efficient and effective are charter schools in eight important characteristics?
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The efficiency and effectiveness of charter schools was assessed in the eight characteristics, listed below.

- a. Responsible behavior in meeting objectives found in their mission statements;
- b. Individual characteristics;
- c. Educational programs;
- d. Governance structures;
- e. Assessment, performance measures and peer school comparisons;
- f. Progress reports;
- g. Impact on the Utah educational system; and,
- h. Relationships with local school districts.

The assessment was conducted using multiple methods and/or viewpoints (see Appendix D for information about methods used). In some cases, the reader is referred to other sections of the report for additional information. Where appropriate, a color-coding system is used to rate these items. This system, called Signal Analysis<sup>®</sup>, is described below.

### Signal Analysis

Signal Analysis<sup>®</sup> is a graphical display designed to summarize data in both a reader friendly format, and one that easily lends itself to data driven decisions. Also, Signal Analysis<sup>®</sup>, which is based on consumer satisfaction research, is criterion based.

Color	Title	Explanation
Purple	Exemplary	80% or more of the respondents strongly agreeing with the item.
Green	Superior	80% or more of the respondents agreeing or strongly agreeing with item, or 50% or more strongly agreeing with item.
Yellow	Undistinguished	Default for any item that is not purple, green or red.
Red	Improvement Needed	This is determined by having 20% or more of the respondents disagreeing or strongly disagreeing with the item.
N/A	Not Applicable	Indicates a question that was not asked for particular group- or for which there was a lack of sufficient data to report.

<b>4a.</b>	How efficient and effective are charter schools in their responsible behavior in meeting objectives found in their mission?
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Generally, charter schools did not include measurable goals or objectives in their charter proposals. It is difficult, therefore, to assess how “efficient and effective” these schools have been in meeting their purpose or mission. Exhibit 32 provides parent and teacher ratings of satisfaction with school goals and satisfaction with their school’s ability to fulfill its stated goals. The color-code for these ratings can be found on Page 33.

Exhibit 32: Parent and teacher satisfaction ratings of school goals

	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
<i>Satisfaction with school goals</i>								
Parents	N/A							
Teachers						N/A		
<i>Satisfaction with school’s ability to fulfill its stated goals</i>								
Parents	N/A							
Teachers						N/A		

Note: CBA did not have a sufficient parent survey response and Sundance a sufficient teacher response, to allow for results.

<b>4b.</b>	How efficient and effective are charter schools in their individual characteristics?
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School’s individual characteristics should be defined by their goals and objectives, so this question should walk hand-in-hand with the previous question; unfortunately, a lack of measurable goals makes any rating of this question difficult. However, to the extent that a school’s individual characteristics is aligned with what is taught at the school, Exhibit 33 provides parent ratings of satisfaction with what is taught at the school.

Exhibit 33: Parent satisfaction with what is taught at school.

	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
<i>Satisfaction what is taught at school</i>								
Parents	N/A							

<b>4c.</b>	How efficient and effective are charter schools in their educational programs?
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While standardized test scores provide the most useful information regarding the effectiveness of educational programs, parent, student and teacher ratings are also important. School test scores are addressed later in this section. Exhibit 34 contains parent, student and teacher satisfaction ratings of two questions related to effectiveness of educational programs: *This school prepares students for future employment*, and *This school provides a quality education*.

Exhibit 34: Parent, student and teacher satisfaction ratings of education program.

	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
<i>This school prepares students for future employment.</i>								
Parents	N/A							
Students			N/A			N/A		
Teachers						N/A		
<i>This school provides a quality education</i>								
Parents	N/A							
Students								
Teachers						N/A		

Note: N/A indicates that there was insufficient data to rate the particular question for that group and school.

<b>4d.</b>	How efficient and effective are charter schools in their governance structures?
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Utah charter schools are governed through a variety of different structures. Exhibit 35 contains parent and teacher ratings of satisfaction with their school's governance structure.

Exhibit 35: Parent and teacher ratings of satisfaction with their school's governance structure.

	CBA	Center City	J. Massieu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
<i>Satisfaction with school governing structure</i>								
Parents								
Teachers								

<b>4e.</b>	How efficient and effective are charter schools in their assessment, performance measures and peer school comparisons?
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This section addresses the issue of charter school assessment, notes some difficulties in assessing charter school performance, provides comparisons of charter and local district performance on state tests, and examines the gain scores of students from Pinnacle Canyon Academy.

### Charter School Assessment

While almost all charter schools have complied with UPASS testing requirements, there has been little emphasis on additional assessments. Two schools have gone beyond fulfilling basic assessment requirements. Pinnacle Canyon Academy administers the SAT to every grade every year. Success School assesses the learning styles of its students and compiles extensive student performance data.

Other schools have had difficulty administering and scoring test data. Center City just completed its second year of operation. There was some confusion about testing the first year, so CRT end-of-level test scores are not available for the 2000-2001 school year; they have, however, administered all UPASS assessments their second year. Jean Massieu, because of its population of hearing impaired students, has administered neither the SAT nor end-of-level tests during the 2000-2001 and 2001-2002 school years. They do, however, assess student progress in American Sign Language (ASL) through videotaping at the beginning and end of the school year.

Exhibit 36: CRTs and NRTs required as part of UPASS.

School Level	Schools/Grades	CRTs (End-of-level)	NRTs (SAT)
Elementary (K-6)	Jean Massieu (K-6) Pinnacle Canyon (K-8) Sundance (K-6)	Language Arts 1-6 Mathematics 1-6 Science 4-6	SAT 3 <sup>rd</sup> Grade SAT 5 <sup>th</sup> Grade
Middle Level (7-9)	Center City (7-9)	(No Language Arts) Math 7, Pre-Algebra, El. Algebra, Integrated Science 7, Integrated Science 8, Earth Systems	SAT 8 <sup>th</sup> Grade
High School (10-12)	CBA (9-12) Success (8-12) Tuacahn (9-12) Uintah River (10-12)	(No Language Arts) Geometry Biology	SAT 11 <sup>th</sup> Grade

### **Difficulty in Assessing Charter School Performance**

Comparing charter school test performance directly with peer schools (or districts) is problematic because of selection effects. In a recent examination of charter school test scores with those of regular public schools, issued by the Brown Center on Education Policy, the authors noted the possible influence of selection effects by stating:

“It is impossible to tell whether charter schools’ test scores reflect the quality of education at the schools...Students attend charter because their parents have decided to send them there. They select the school. If charter students or their families are fundamentally different from kids attending regular public schools, these differences—not differences in the quality of schools—may produce differences in school test scores. Selection effects can be negative or positive. Charter students may have struggled academically before parents placed them at the school. But they also are probably blessed with parents who take an active interest in their children’s education.”<sup>3</sup>

Utah’s charter schools serve disparate populations. At least four of the eight charter schools examined in this evaluation serve at-risk populations. Other schools may benefit from enrolling populations that traditionally score high on standardized tests. Therefore, possible selection effects make it impossible to attribute any differences in test scores to the quality of education provided at each charter school. This difficulty highlights the need to provide a longitudinal assessment of charter school performance.

### **Peer School/District Comparisons**

The following exhibits contain comparisons of charter school and district scores on Utah’s end-of-level CRT and SAT scores. For CRT results, scores are reflected in the percentage of questions correct. Exhibit 37, on the following page, contains a comparison of all charter school CRT results with statewide results. Subsequent exhibits (Exhibits 38-43) contain comparisons between specific charter schools and their local districts on CRT assessments. Following that section, the SAT scores for each school and district are compared. Further test information, including breakdowns of end-of-level cut scores, can be found in Appendix A and B. SAT results can be found in Appendix C.

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<sup>3</sup> Loveless, T. (2002). *How Well Are American Students Learning?* Brown Center on Education Policy. p. 31.

Exhibit 37: Comparison of charter and state CRT test scores (Spring 2001).

Test	Charter N	State N	Charter % Correct	State % Correct	Difference
Language Arts 1	26	31,916	90.2%	88.8%	1.4%
Language Arts 2	22	31,355	90.9%	90.4%	0.5%
Language Arts 3	20	31,900	81.2%	81.5%	-0.3%
Language Arts 4	23	31,581	86.0%	79.8%	6.2%
Language Arts 5	25	31,837	83.4%	76.7%	6.7%
Language Arts 6	19	31,422	81.2%	80.0%	1.2%
Mathematics 1	26	32,142	91.1%	89.6%	1.5%
Mathematics 2	22	31,716	90.4%	88.0%	2.4%
Mathematics 3	20	31,938	78.9%	74.0%	4.9%
Mathematics 4	23	31,639	81.1%	77.5%	3.6%
Mathematics 5	25	31,826	75.4%	69.6%	5.8%
Mathematics 6	20	30,773	59.5%	68.3%	-8.8%
Mathematics 7	22	11,741	60.9%	55.0%	5.9%
Pre-Algebra	48	33,182	50.6%	59.8%	-9.2%
Elementary Algebra	42	34,850	30.0%	51.2%	-21.2%
Geometry	20	24,592	42.9%	57.1%	-14.2%
Science 4	24	31,478	76.0%	68.7%	7.3%
Science 5	24	31,881	65.8%	65.0%	0.8%
Science 6	20	30,485	65.3%	69.4%	-4.1%
Integrated Science 7	21	23,197	45.4%	66.0%	-20.6%
Integrated Science 8	18	30,016	56.2%	64.2%	-8.0%
Earth Systems	30	21,631	50.7%	67.0%	-16.3%
Biology	73	23,568	52.2%	64.0%	-11.8%

Exhibit 38: Comparison of PCA and Carbon CRT test scores (Spring 2001).

	PCA	Carbon	PCA	Carbon	
Test	n	n	% Correct	% Correct	Difference
Language Arts 1	20	262	88.6%	87.5%	1.1%
Language Arts 2	20	247	90.5%	88.2%	2.3%
Language Arts 3	20	257	81.2%	81.2%	0.0%
Language Arts 4	19	298	85.7%	77.4%	8.3%
Language Arts 5	21	274	85.0%	75.0%	10.0%
Language Arts 6	18	268	80.7%	76.2%	4.5%
Mathematics 1	20	259	91.1%	88.4%	2.7%
Mathematics 2	20	245	91.1%	84.3%	6.8%
Mathematics 3	20	259	78.9%	73.2%	5.7%
Mathematics 4	19	301	82.6%	76.2%	6.4%
Mathematics 5	21	273	79.9%	68.0%	11.9%
Mathematics 6	19	268	58.5%	67.2%	-8.7%
Mathematics 7	20	59	59.5%	54.2%	5.3%
Pre-Algebra	13	397	72.0%	57.1%	14.9%
Science 4	20	204	76.8%	70.7%	6.1%
Science 5	20	275	67.0%	66.0%	1.0%
Science 6	19	267	64.5%	69.6%	-5.1%
Integrated Science 7	19	247	43.0%	61.8%	-18.8%
Integrated Science 8	14	313	63.9%	60.4%	3.5%

Exhibit 39: Comparison of Sundance and Alpine CRT test scores (Spring 2001).

	Sundance	Alpine	Sundance	Alpine	
Test	n	n	% Correct	% Correct	Difference
Language Arts 1	6	3,594	95.5%	89.9%	5.6%
Language Arts 2	2	3,577	95.0%	90.7%	4.3%
Language Arts 4	4	3,426	87.3%	81.8%	5.5%
Language Arts 5	4	3,481	75.0%	78.7%	-3.7%
Language Arts 6	1	3,333	90.0%	82.0%	8.0%
Mathematics 1	6	3,603	91.2%	90.0%	1.2%
Mathematics 2	2	3,600	84.0%	88.1%	-4.1%
Mathematics 4	4	3,432	74.3%	78.6%	-4.3%
Mathematics 5	4	3,482	51.8%	70.7%	-18.9%
Mathematics 6	1	3,327	79.0%	70.8%	8.2%
Mathematics 7	2	1,041	75.0%	55.7%	19.3%
Science 4	4	3,439	72.0%	70.3%	1.7%
Science 5	4	3,379	59.5%	67.3%	-7.8%
Science 6	1	3,337	80.0%	72.2%	7.8%
Integrated Science 7	2	1,665	68.5%	72.4%	-3.9%

Exhibit 40: Comparison of CBA and Millard CRT test scores (Spring 2001).

	CBA	Millard	CBA	Millard	
Test	n	n	% Correct	% Correct	Difference
Pre-Algebra	4	269	55.80%	62.8%	-7.0%
Elementary Algebra	3	269	36.70%	49.1%	-12.4%
Earth Systems	11	131	54.60%	64.3%	-9.7%
Biology	6	195	56.70%	62.0%	-5.3%

Exhibit 41: Comparison of Success and Granite CRT test scores (Spring 2001).

	Success	Granite	Success	Granite	
Test	n	n	% Correct	% Correct	Difference
Pre-Algebra	10	5010	26.20%	58.5%	-32.3%
Elementary Algebra	27	5010	25.90%	47.7%	-21.8%
Integrated Science 8	4	4522	29.30%	60.5%	-31.2%
Earth Systems	5	2416	41.60%	60.9%	-19.3%
Biology	29	3886	34.10%	62.7%	-28.6%

Exhibit 42: Comparison of Tuacahn and Washington CRT test scores (Spring 2001).

	Tuacahn	Wshngtn	Tuacahn	Wshngtn	
Test	n	n	% Correct	% Correct	Difference
Elementary Algebra	12	1302	37.60%	48.8%	-11.2%
Geometry	20	686	42.90%	61.2%	-18.3%
Biology	30	878	73.00%	63.2%	9.8%

Exhibit 43: Comparison of Uintah River and Uintah CRT test scores (Spring 2001).

	UR	Uintah	UR	Uintah	
Test	n	n	% Correct	% Correct	Difference
Pre-Algebra	21	573	48.00%	55.1%	-7.1%
Earth Systems	14	248	50.80%	54.3%	-3.5%
Biology	8	347	36.80%	65.9%	-29.1%

### SAT Scores

Exhibit 44 contains the number of students who were administered the SAT by charter, district and grade. Exhibits 45 to 51 contain graphs of relevant average SAT percentile scores for charter schools and the districts they are located in.

Exhibit 44: Number of students administered SAT by charter, district and grade.

Charter/District	Grade 3	Grade 5	Grade 8	Grade 11
CBA/Millard	--	--	--	10/253
PCA/Carbon	20/248	21/240	10/315	--
Center City/SLC	--	--	31/1571	--
Jean Massieu/Jordan	<i>No Testing Done</i>			
Success/Granite			3/4986	11/4447
Sundance/Alpine	5/3545	--	--	--
Tuacahn/Washington	--	--	--	36/1319
Uintah River/Uintah	--	--	--	10/415

Exhibit 45: Comparison of CBA and Millard district SAT scores.

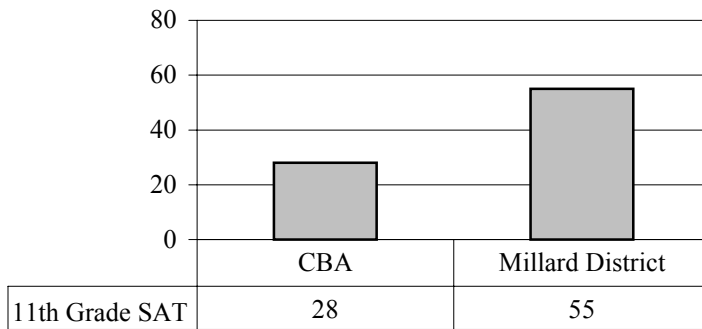


Exhibit 46: Comparison of PCA and Carbon district SAT scores.

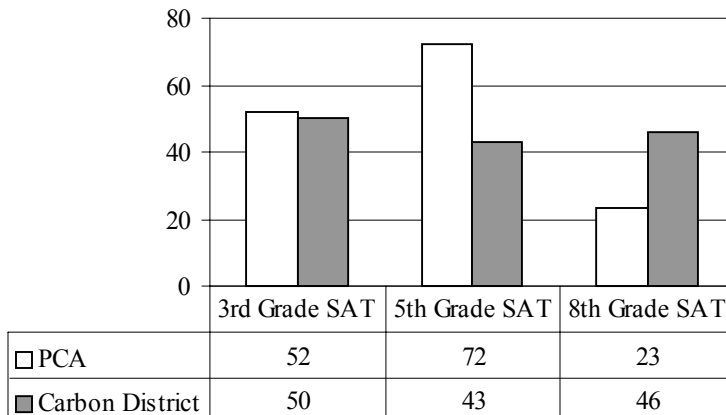


Exhibit 47: Comparison of Center City and SLC district SAT scores.

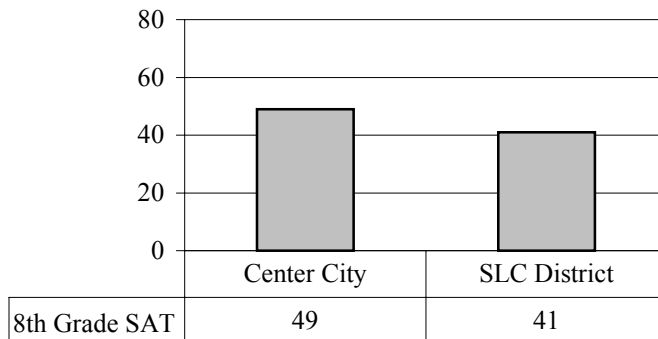


Exhibit 48: Comparison of Success and Granite district SAT scores.

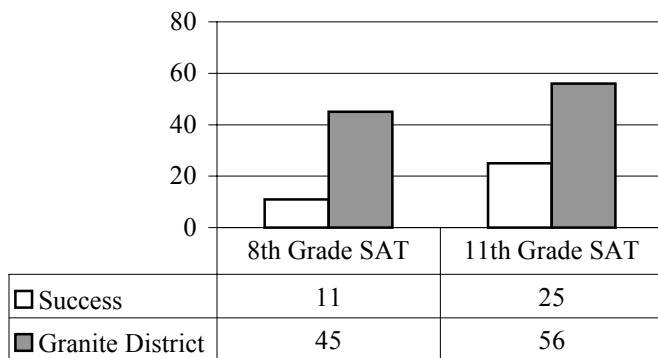


Exhibit 49: Comparison of Sundance and Alpine district SAT scores.

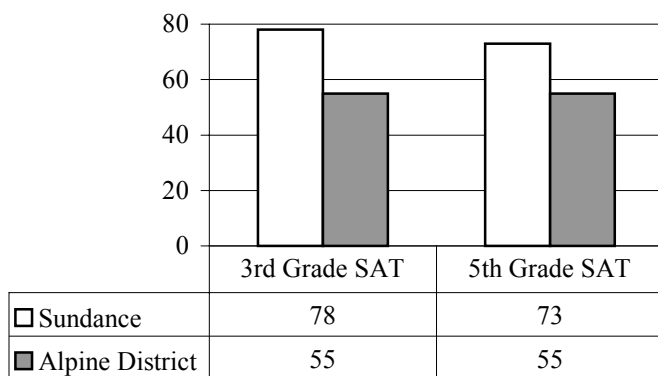


Exhibit 50: Comparison of Tuacahn and Washington district SAT scores.

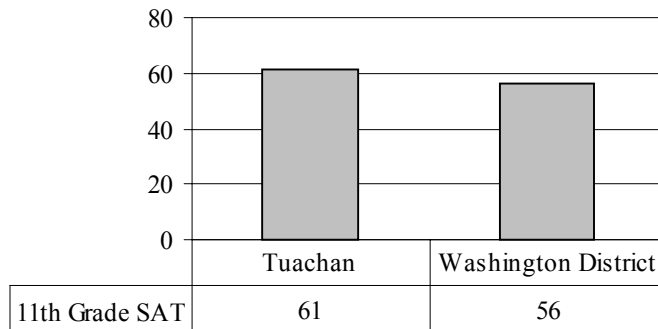
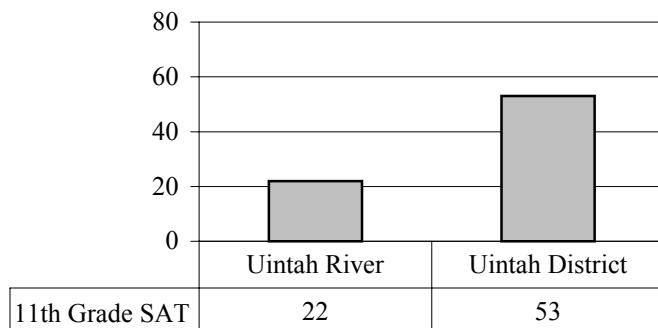


Exhibit 51: Comparison of Uintah River and Uintah district SAT scores.



### Longitudinal Analysis of PCA Student Data

For reasons stated earlier, the use of CRT test scores to determine the educational effectiveness of charter schools is problematic. The method of longitudinal assessment is a more valid and reliable method for this purpose. Such an analysis was conducted for students at Pinnacle Canyon Academy. This analysis was made possible because PCA began administering the SAT every year to every grade during their second year of operation (2000-2001 school year); therefore, there is consecutive year SAT data for most PCA students. Additionally, during PCAs first year of operation, fifth-grade students took the SAT as required by UPASS, so there is a limited ( $n = 10$ ) group of students for which there are three consecutive years of test data.

An examination of SAT composite scores for both 2- and 3-year periods indicates positive relative gains for PCA students. Exhibit 52 contains a longitudinal graph of complete battery Normal Curve Equivalent (NCE) scores for PCA students with both 2- and 3-years of test data available. It should be noted that there is a drop between 2<sup>nd</sup> and 3<sup>rd</sup> year scores for students with 3-years of data; however, there remains an overall gain between their first- and third-year scores. Exhibits 53 and 54 contain average scores for the two groups of students and a breakdown of subscale scores.

Exhibit 52: PCA SAT average complete battery NCE scores for 1999 to 2001.

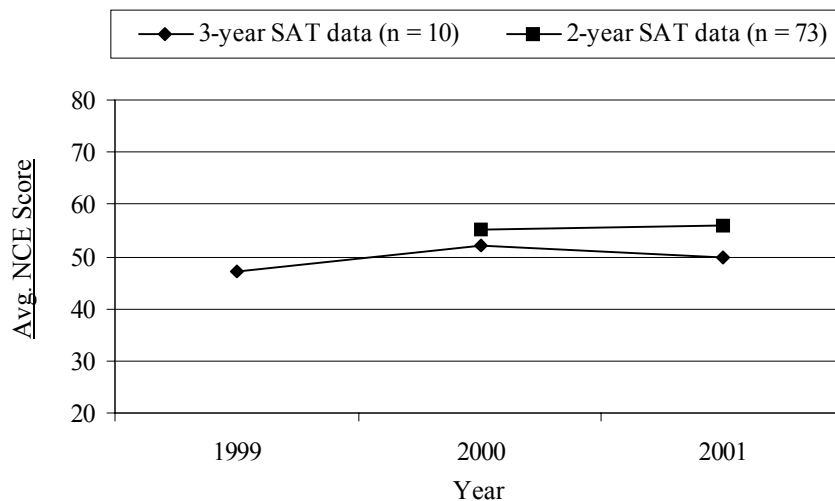


Exhibit 53: Avg. complete battery PCA SAT NCE scores for students with 3- and 2-years of test data.

	n	1999	2000	2001	Gain
3-years of test data	10	47.1	52.0	49.7	2.6
2-years of test data	73		55.2	55.9	0.8

Exhibit 54: Avg. complete battery PCA SAT NCE gain scores for students with 3- and 2-years of test data.

	N	Math	Reading	Language Arts	Composite
3-year SAT gain score*	10	0.7	3.8	-1.4	2.6
2-year SAT data score	73	-1.4	3.6	1.6	0.8

\*Gain across 3-years.

\*\*Gain across 2-years.

#### 4f. How efficient and effective are charter schools in their progress reports?

According to UC 53A-1a-509, charter schools are required to make annual accountability reports. To date, charter schools have made all yearly progress reports. The quality of these reports may vary—but has improved during the past two years. One concern is that these reports are required to contain “the school's progress toward achieving its goals as set out in the charter.” As has been previously noted, few charter schools included measurable goals in their initial charters contracts. Goals that are created “on the spot” or the substitution of the state’s purposes of charter schools appear to have taken the place of unique, specific and measurable goals. See Recommendations for a discussion of charter school goals.

<b>4g.</b>	How efficient and effective are charter schools in their impact on the Utah educational system?
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A survey of local district board members indicates that charter schools have had little impact on Utah's educational system (See Exhibit 55). This is not surprising, because charter school enrollment for the period of this evaluation represented approximately 1/800 of all public school enrollment in Utah.

Exhibit 55: Districts' response to charter schools. (Local board member survey.)

<i>Because of the charter school in your district has the district...</i>	N	YES	NO	Unsure
Become more service-oriented?	14	7%	79%	14%
Implemented additional educational programs?	15	13%	80%	7%
Increased communication with parents?	14	14%	79%	7%
Increased advertising of educational & other programs?	15	13%	73%	13%

<b>4h.</b>	How efficient and effective are charter schools in their relationships with local school districts?
------------	---

The quality of charter school relationships with local school districts varies greatly. Only 18% of local school board members agreed or strongly agreed with the statement "The relationship between my district and the charter school is strained" (See Exhibit 56). When asked to rate the extent to which the charter school in their district complements or competes with the district, on a scale of 1-10 (1 = Complements, 10 = Competes), the mean score was 4.9 (SD = 2.8). Exhibit 57 contains the frequency distribution of local board members' selections along the complement/competition continuum.

Exhibit 56: Local board member rating of charter relationship.

Item	Disagree	Neutral	Agree
The relationship between my district and the charter school is strained	59%	24%	18%

Exhibit 57: Local board member ratings of charter competition?

Anchors	Complement									Competes
#	1	2	3	4	5	6	7	8	9	10
Freq.	3	--	2	1	4	--	2	2	--	1
Pct.	20%	0%	13%	7%	27%	0%	13%	13%	0%	7%

<b>Evaluation Question</b> <b>5</b>	What are the barriers experienced by charter schools and USOE staff?
--	--

Interviews with all charter school principals/CAOs (n = 8) and USOE staff members found that the greatest barriers faced by charter schools and USOE staff is that of building funds, the difficulty of reporting requirements and community members and institutions that are misinformed about charter schools (see Exhibit 58).

Exhibit 58: What are the barriers experienced by charter schools and USOE staff?

Rank	Item/Issue	Frequency	Percentage
1.	Building funds	5	20%
2.	Reporting requirements (overwhelming—same as regular school district)	3	12%
2.	Community misinformation about charters	3	12%
2.	Confusion when working with USOE	3	12%
5.	Transportation funds	2	8%
5.	Lack of cooperation with local district	2	8%
5.	Insufficient funding	2	8%
8.	No barriers	1	4%
8.	Testing for special populations	1	4%
8.	Finding building	1	4%
8.	Need for special education resources	1	4%
8.	Inequality in elementary v. secondary funding	1	4%
--	Totals	25	100%

Another barrier faced by potential charter school providers is the authorization process. Currently, charter school applications must be submitted to local districts for authorization. If that authorization is denied, charter schools can apply directly to the State Board of Education. While the Utah State Board of Education has encouraged charter school applicants and local school districts to work together to approve charter schools, this may be an unrealistic expectation. Of the 13-charter schools currently operating, or approved to operate, 11 were approved at the State Board of Education level. As stated by Sandra Vergari “Given the competitive element built into the charter school concept, designating school districts as the primary authorizers is somewhat analogous to expecting that a McDonald’s franchise would happily authorize the existence of a Burger King next door.”<sup>4</sup>

<sup>4</sup> Vergari, S. (2002). *The Charter School Landscape*. Pittsburgh, PA: University of Pittsburgh Press. (p. 254).

<b>Evaluation Question</b> <b>6</b>	Do resources (both human and monetary) match USOE and charter school needs?
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Interviews with all charter school principals/CAOs (n = 8) found that the greatest need of charter schools is that of additional funding; funding for general expenses, funding for buildings construction/rent and funding for transportation (see Exhibit 56).

Exhibit 59: What are charter resource needs?

Rank	Item/Issue	Frequency	Percentage
1.	Funding	4	36%
2.	Building funds	2	18%
3.	Transportation funds	1	9%
4.	Testing help	1	9%
5.	Special education resources	1	9%
6.	Small school resources (like other small schools in state)	1	9%
7.	Technology	1	9%
--	Totals	11	100%

There were two issues related to funding that principals/CAOs mentioned often. The first was the “unfairness” of receiving less than 100% of the local levy. The other issue was the difference in expenditures required to educate high school students as compared with elementary students. Some principals/CAOs thought charter schools should receive a greater weighted-pupil-unit (WPU) for secondary students than elementary students.

<b>Evaluation Question</b>  <b>7</b>	How do Utah charter schools compare to other states' charter school programs in terms of costs, funding, staffing, and responsibilities?
--	--

Presently, there is insufficient data to answer this question, *especially in regards to charter school funding*. We have collected charter school finance data from numerous states; yet, because of differences in calculating these figures, they are too unreliable to report. In late October 2002 the Center for School Reform in Washington DC will release a national study of charter school funding that will provide information that will provide information that will help answer this question. The Center for the School of the Future will secure copies of this report and disseminate it, *with comment*, to members of the Utah State Board of Education.

Appendix G contains a comparison of regional state charter school program characteristics, including some information regarding financing.

<b>Evaluation Question</b> <b>8</b>	Additional evaluation questions.
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During March 2002 additional evaluation questions were added to the evaluation contract. They are addressed in this section. Additional information about these questions can be found in Appendix D.

<b>8a.</b>	What waivers have charter schools applied for to the State Board? Which have been accepted?
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Interviews with charter school providers indicates that no waivers of state rules have been requested, but that charter schools have applied for several amendments or changes to their original charter (see Exhibit 60a).

Exhibit 60a: Charter school amendments and waivers. (Self-reports.)

	Charter Amendments	Waivers
CBA Center	--None	--None
Center City	--None	--None
Jean Massieu	--None	--None
Pinnacle Canyon	--Added grades 7 and 8. --Doubling of enrollment over the course of the 2002-2003 and 2003-2004 school years.	--None
Success School	--Expansion of enrollment to 50 students (Winter 2000).	--None
Sundance	-- Move to Soldier Hollow.	--None
Tuacahn	--Added 9 <sup>th</sup> grade.	--None
Uintah River	--None	--None

<b>8b.</b>	What federal programs are charter schools participating in? What federal monies do charter schools receive?
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Based upon interviews with charter school principals and CAOs, Exhibit 60b contains information related to charter school participation in federal programs. The second column, in this Exhibit, displays the amount of federal start-up funds each school received last school year (2002-2002). Those funds expired last year for each of these schools—they will receive no federal PCSP program funds this year, unless they apply for a limited amount of funds for dissemination activities.

Exhibit 60b: Charter participation in federal programs.

	Federal PCSP*	Federal Grants	Lunch Program	Other
CBA Center	95,000	--	X	
Center City	150,000	≈ 100,000**	X	
Jean Massieu	95,000	--	--	
Pinnacle Canyon	230,000	--	--	
Success School	95,000	--	--	
Sundance	95,000	--	--	
Tuacahn	235,000		--	
Uintah River		Impact Aid***	--	Receives financial support from the Ute Tribe

\*Federal Public Charter School Program (PCSP) start-up grant funds for 2002 fiscal year.

\*\*Various federal grants.

\*\*\*Uintah River anticipates receiving some federal impact aid funds this year.

<b>8c.</b>	What are charter schools' sources of funding, including state, federal and private funds?
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Based upon USOE records, Exhibit 61 contains charter school revenues and expenditures for 2000-2001 school year.

Exhibit 61: Charter school revenue and expenditures, 2000-2001 school year.

	CBA	Center City	Jean Massieu	PCA	Success	Sundance	Tuacahn	Uintah River
Revenue								
Local	165,296	98,618	156,395	93,896	22,915	11,711	116,295	170,389
State	474	274,774	118,711	568,499	157,505	61,419	349,754	121,164
Federal	157,046	182,745	155,419	333,579	86,800	117,588	200,800	134,249
TOTALS	322,816	556,137	430,525	995,974	267,220	190,718	666,849	425,802
Expenditures								
Salaries	159,498	348,425	167,408	357,442	173,227	50,720	329,796	262,066
Benefits	49,621	57,980	20,752	90,778	50,598	15,379	126,796	51,621
Services	36,817	99,920	35,155	25,820	51,899	34,718	162,425	65,266
Supplies	23,784	38,591	19,878	51,668	5,374	6,338	43,368	9,893
Property	16,379	31,298	111,290	279,455	312	35,283	35,434	13,042
Other	904	1,973	0	10,194	4,011	1,621	14,728	94
TOTALS	287,003	578,187	354,483	815,357	285,421	144,059	712,547	401,982

Several charter schools have significant sources of funding beyond normal local, state and federal funds. Center City is supplemented with an additional \$100,000 (approximate) from various federal grants. Uintah River receives financial support from the Ute Tribe equal to 35% of their operating budget. In addition, Uintah River is housed rent-free in building owned by the Tribe. Pinnacle Canyon Academy holds an annual "Mardi Gras" fundraiser

that contributes to sending all 5<sup>th</sup>-graders to Washington DC each year. Tuacahn High School receives reduced rent from the Tuacahn Center for the Arts.

<b>8d.</b>	What is the financial stability (outlook) of charter schools?
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Exhibit 62, on the following page, contains parent and teacher satisfaction ratings for two questions relevant to the financial stability and outlook of the charter school: *This school is financially well-managed* and *This school is financially sound*.

Exhibit 62: Parent, student and teacher satisfaction ratings of education program.

	CBA	Center City	J. Massteu	PCA	Success	Sundance	Tuacahn	Uintah Rvr
<i>This school is financially well-managed</i>								
Parents	N/A							
Teachers						N/A		
<i>This school is financially sound</i>								
Parents	N/A							
Teachers						N/A		

Note: N/A indicates that there was insufficient data to rate the particular question for that group and school.

<b>8e.</b>	What is the impact of charter schools on local districts?
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Exhibit 63 contains local district board member survey responses to various possible responses to charter schools.

Exhibit 63: Local district responses to charter schools. (Local board member survey.)

<i>Because of the charter school in your district has the district...</i>	N	YES	NO	Unsure
Become more service-oriented?	14	7%	79%	14%
Implemented additional educational programs?	15	13%	80%	7%
Increased communication with parents?	14	14%	79%	7%
Increased advertising of educational & other programs?	15	13%	73%	13%

**8f.****What are the perceptions of districts and parents about charter schools?**

Addressing the perceptions of districts and parents about charter schools is a difficult task. To represent these groups, a survey of local school district board of education members was conducted.

The following pages contain results of a survey mailed to each of the local school board members in districts that contain charter schools. Forty-two surveys were mailed and 18 were returned for a return rate of 43%. The survey was followed-up by a postcard reminder 10 days after the survey was mailed.

**Exhibit 64: School board demographic & other questions.**

How long have you served as a school board member? (n = 18)

1 to 3 years ..... 39%  
 4 to 8 years ..... 50%  
 More than 8 years..... 11%

Has the school-age population in your district increased, decreased or remained stable over the past five years? (n = 18)

Increased ..... 28%  
 Decreased ..... 72%  
 Remained stable ..... --

Have you visited the charter school located in your district? (n = 17)

YES ..... 41%  
 NO ..... 59%

Is the impact on the district budget from students attending the charter school rather than the district schools positive, negative or is there no budgetary impact? (n = 18)

Positive ..... --  
 Negative ..... 61%  
 No Impact..... 39%

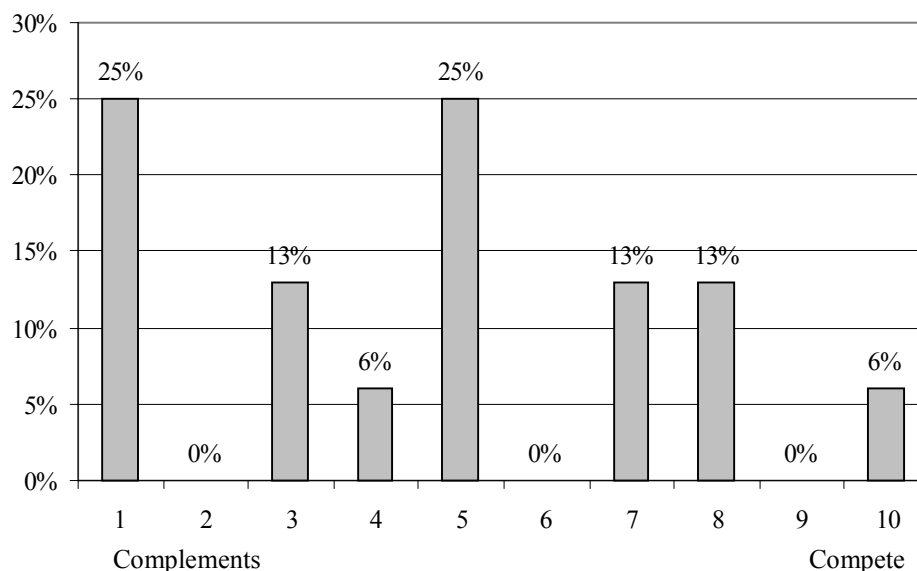
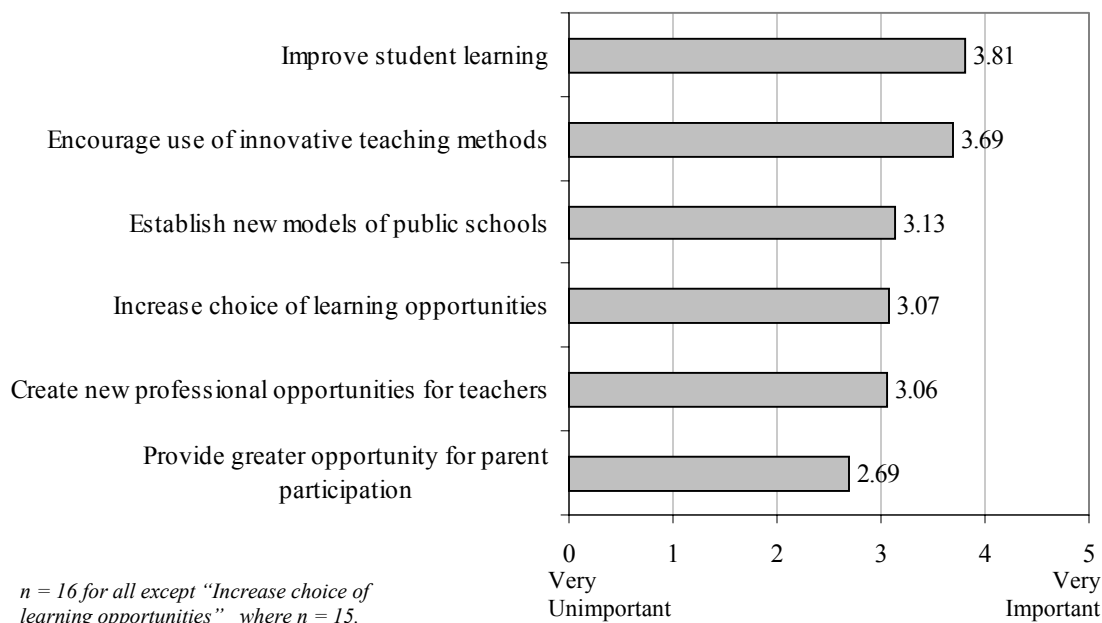
**Exhibit 65: Do charter schools complement or compete with districts?**

Exhibit 66: District board member responses to Likert questions.

Statement	n	Disagree	Neutral	Agree
Charter schools “skim” the best students from regular public schools	18	33%	22%	44%
Charter schools provide greater opportunities for parent participation than regular public schools	18	50%	22%	28%
Charter schools employ innovative teaching methods	18	67%	17%	17%
Charter schools drain valuable resources from regular public schools	18	11%	28%	61%
Charter schools provide a sound educational choice for parents	18	22%	56%	22%
Charter schools are held to higher accountability standards than regular public schools	18	89%	--	11%
Charter schools improve student learning	18	56%	33%	11%
Charter schools are an educational fad that will soon pass	18	28%	50%	22%
Charter school teachers are provided greater opportunities to participate in curriculum design and other school decisions	18	39%	50%	11%
Competition, in the form of charter schools, will improve regular public education	18	78%	11%	11%
I am knowledgeable about the purpose of Charter Schools in Utah	18	6%	6%	89%
The relationship between my district and the charter school is strained	18	61%	22%	17%

Exhibit 67: School board member rankings of the purposes of Utah charter schools.



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## SCHOOL PROFILES

The following pages contain profiles of each charter school that was examined for this evaluation. Information includes demographic data, and survey results from parents, students and teachers. In many cases, survey results related to satisfaction are reported using Signal Analysis<sup>®</sup>.

### Signal Analysis

Signal Analysis<sup>®</sup> is a graphical display designed to summarize data in both a reader friendly format, and one that easily lends itself to data driven decisions. Also, Signal Analysis<sup>®</sup>, which is based on consumer satisfaction research, is criterion based.

Color	Title	Explanation
Purple	Exemplary	80% or more of the respondents strongly agreeing with the item.
Green	Superior	80% or more of the respondents agreeing or strongly agreeing with item, or 50% or more strongly agreeing with item.
Yellow	Undistinguished	Default for any item that is not purple, green or red.
Red	Improvement Needed	This is determined by having 20% or more of the respondents disagreeing or strongly disagreeing with the item.
N/A	Not Applicable	Indicates a question that was not asked for particular group- or for which there was a lack of sufficient data to report.

Exhibit 68 on the following page contains return/completion rates for parent, student and teacher surveys. Because of fluctuations in enrollment, completion rates may total more than one-hundred percent. Exhibit 69 contains a graph of parent mail survey return rate.

Exhibit 68: Survey completion rates for student, parent and teacher surveys.

Schools	Grades	Enrollment *	# Parents**	# Teachers	Student Response	Parent Response	Teacher Response
CBA Center	9-12	39	34	6	72%	6%	100%
Center City School	7-10	104	93	13	74%	33%	100%
Jean Massieu	K-6	23	19	5	***52%	47%	100%
Pinnacle Canyon	K-8	171	124	9	***74%	56%	100%
Success School	8-12	53	65	4	115%	14%	100%
Sundance School	K-6	30	17	N/A	***40%	59%	N/A
Tuacahn High School	9-12	140	110	10	73%	45%	100%
Uintah River High	10-12	45	60	4	78%	18%	100%
TOTALS	--	605	522	51	75%	37%	100%

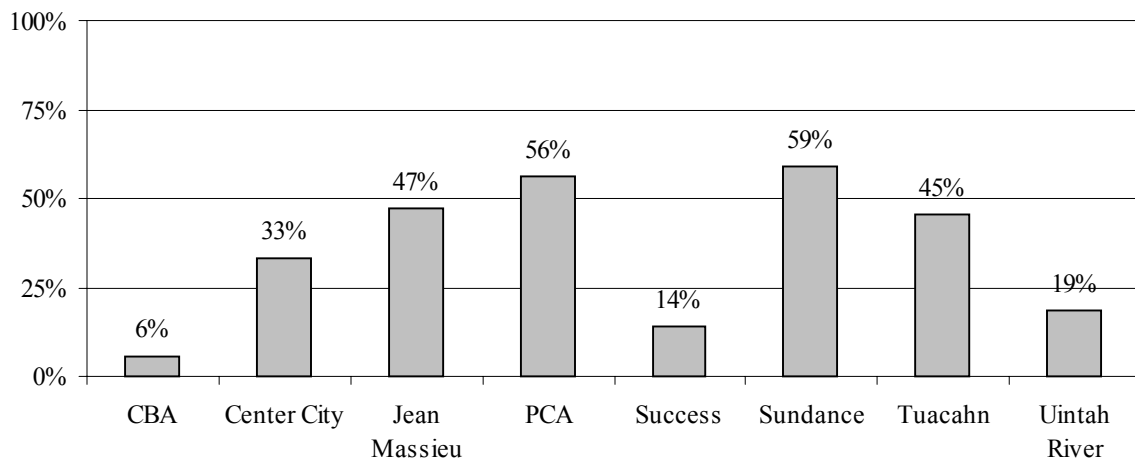
Note: Percentages may vary, and exceed 100%, because of fluctuations in enrollment.

\*Based on October 1, 2001 enrollment count.

\*\* Parent count is based upon (1) parent lists obtained from charter schools and (2) the number of parents on this list minus mailed returned as undeliverable.

\*\*\*The percentage of student responses is reduced in these schools because grade K-2 students were not surveyed.

Exhibit 69: Charter school parent survey return rate.



CBA Center  
305 East 200 North  
Delta, UT 84624

Teresa Thompson, Principal  
Grades 9-12

## CBA Center



### Demographic Information

Enrollment\*.....39

Number of full & part-time teachers..... 6  
(5 part-time)

#### Student ethnicity

American Indian..... 13%  
Asian ..... 5%  
Black ..... --  
Hispanic ..... 21%  
Pacific Islander..... --  
White..... 62%

#### Teacher ethnicity

American Indian..... --  
Asian ..... --  
Black ..... --  
Hispanic..... --  
Pacific Islander..... --  
White ..... 100%

#### Student gender

Female..... 41%  
Male ..... 59%

#### Teacher gender

Female ..... 83%  
Male..... 17%

#### Computers (student reports)

Computer at home..... 46%  
Internet access at home ..... 32%

#### Teacher Certification

Certified in Utah..... 83%  
Working on certification ..... --  
Met alternative certification ..... --  
Certified in another state ..... --  
Other..... 17%

Note: all teacher information is based upon self-reports.

\*Based on October 1, 2001 enrollment count.

Exhibit 70: Survey results for CBA Center.

*Only 2 parents returned a completed survey. This number was insufficient to report parent results.*

	Parents	Teachers	Students
Parents volunteer often at the school			
Parents know what happens at school			
Enough parents participate at parent/teacher conferences			N/A
Parents support extracurricular activities			
Teachers are knowledgeable about the subjects they teach			N/A
Teachers care about students as individuals			
Teachers maintain discipline in their classrooms			
Teachers are well organized			N/A
Teachers enjoy teaching			
Students are well behaved			
Enough students participate in extracurricular activities			
Students are excited about learning			
Students have pride in their school			
Administration is accessible			
Administration is well organized			N/A
Administration applies appropriate discipline at the school			
Administration has high expectations for all students			
This school prepares students for future employment			
This school provides a quality education			
Instruction at this school is innovative			N/A
Instruction at this school challenges students			
Students have adequate computer access			
The school has enough quality textbooks			
Students have enough extracurricular opportunities			
Students and staff feel safe at school			
Students feel safe going to and from school		N/A	
The school is clean and in good repair			
The school grounds and hallways are well supervised			
Parent input is valued at this school			N/A
This school is financially well-managed			N/A
This school is financially sound			N/A
I am aware of the goals of this school			N/A
I think this school has a bright future		N/A	N/A
Teacher input is valued at this school			N/A
I follow the state core when developing lesson plans			N/A

Exhibit 71: Level of CBA teacher satisfaction with various aspects of school.

<i>Level of teacher satisfaction with...</i>	Signal Analysis
Salary level	Yellow
Fringe benefits	Red
Relations with the community at large	Yellow
School goals	Red
Ability of the school to fulfill its stated goals	Red
Evaluation or assessment of your performance	Green
Resources available for instruction	Red
School buildings and facilities	Red
Availability of computers and other technology	Green
School governing structure	Red
Administrative leadership	Red

Exhibit 72: Additional secondary student questions for CBA.

Statement	Disagree	Neutral	Agree
I maintain friendships with students from my old school	11%	14%	75%
The teachers are better here than at my old school	11%	25%	64%
This school has smaller class sizes than my old school	0%	4%	96%
I get a better education here than at my old school	4%	33%	63%
I have more friends here than I did at my old school	53%	18%	29%
I feel more safe here than at my old school	32%	36%	32%
My parents are more involved here than at my old school	18%	39%	43%
It is harder for me to get good grades here than at my old school	54%	36%	11%
I learn things here that I did not at my old school	14%	18%	68%
I use computers here more than I did at my old school	4%	25%	71%

Center City School  
55 North Redwood Road  
Salt Lake City, UT 84116

Nancy Winitzky, CAO  
Grades 6-8

# Center City School



## Demographic Information

Enrollment\*.....104

Number of full & part-time teachers..... 13  
(3 part-time)

### Student ethnicity

American Indian..... 5%  
Asian ..... 1%  
Black ..... 3%  
Hispanic ..... 34%  
Pacific Islander..... 1%  
White..... 57%

### Teacher ethnicity

American Indian.....--  
Asian ..... 8%  
Black .....--  
Hispanic.....--  
Pacific Islander.....--  
White..... 92%

### Student gender

Female..... 46%  
Male ..... 54%

### Teacher gender

Female ..... 54%  
Male..... 46%

### Computers

Computer at home..... 77%  
Internet access at home ..... 57%

### Teacher Certification

Certified in Utah..... 31%  
Working on certification ..... 23%  
Met alternative certification .... 15%  
Certified in another state ..... 23%  
Other..... 8%

Note: all teacher information is based upon self-reports.

\*Based on October 1, 2001 enrollment count.

Exhibit 73: Survey results for Center City School.

	Parents	Teachers	Students
Parents volunteer often at the school			
Parents know what happens at school			
Enough parents participate at parent/teacher conferences			N/A
Parents support extracurricular activities			
Teachers are knowledgeable about the subjects they teach			N/A
Teachers care about students as individuals			
Teachers maintain discipline in their classrooms			
Teachers are well organized			N/A
Teachers enjoy teaching			
Students are well behaved			
Enough students participate in extracurricular activities			
Students are excited about learning			
Students have pride in their school			
Administration is accessible			
Administration is well organized			N/A
Administration applies appropriate discipline at the school			
Administration has high expectations for all students			
This school prepares students for future employment			
This school provides a quality education			
Instruction at this school is innovative			N/A
Instruction at this school challenges students			
Students have adequate computer access			
The school has enough quality textbooks			
Students have enough extracurricular opportunities			
Students and staff feel safe at school			
Students feel safe going to and from school		N/A	
The school is clean and in good repair			
The school grounds and hallways are well supervised			
Parent input is valued at this school			N/A
This school is financially well-managed			N/A
This school is financially sound			N/A
I am aware of the goals of this school			N/A
I think this school has a bright future		N/A	N/A
Teacher input is valued at this school	N/A		N/A
I follow the state core when developing lesson plans	N/A		N/A

Exhibit 74: Level of Center City parent satisfaction with various aspects of school.

<i>Level of parent satisfaction with...</i>	Signal Analysis
What is taught at the school	Green
Quality of teachers at the school	Green
School goals	Purple
Ability of the school to fulfill its stated goals	Yellow
School learning materials (books, handouts, etc.)	Yellow
Parent input into important school decisions	Yellow
School buildings and facilities	Red
Availability of computers and other technology	Yellow
School governing structure	Green
Administrative leadership at the school	Green
School's ability to communicate with parents	Green

Exhibit 75: Level of Center City teacher satisfaction with various aspects of school.

<i>Level of teacher satisfaction with...</i>	Signal Analysis
Salary level	Yellow
Fringe benefits	Red
Relations with the community at large	Yellow
School goals	Green
Ability of the school to fulfill its stated goals	Yellow
Evaluation or assessment of your performance	Yellow
Resources available for instruction	Red
School buildings and facilities	Red
Availability of computers and other technology	Red
School governing structure	Green
Administrative leadership	Yellow

Exhibit 76: Ranking of reasons parents enrolled child at Center City.

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	Smaller class sizes	4.77	.57
2.	Interest in being involved in an educational reform effort	4.68	.65
3.	Specific curriculum or instructional philosophy	4.63	.77
4.	Greater quality of teachers	4.61	.80
5.	High academic standards	4.52	.72
6.	Greater school safety	4.39	.92
7.	Greater parent involvement	4.29	.90
8.	Greater quality of students	4.03	1.30
9.	Greater availability/use of computers & other technology	3.77	1.09
10.	I was unhappy with the curriculum & instruction at previous school.	3.48	1.45
11.	My child was performing poorly at previous school	3.19	1.59

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

Exhibit 77: Additional secondary student questions for Center City.

Statement	Disagree	Neutral	Agree
I maintain friendships with students from my old school	19%	16%	66%
The teachers are better here than at my old school	18%	20%	62%
This school has smaller class sizes than my old school	5%	9%	86%
I get a better education here than at my old school	12%	31%	57%
I have more friends here than I did at my old school	27%	16%	57%
I feel more safe here than at my old school	20%	34%	47%
My parents are more involved here than at my old school	30%	23%	46%
It is harder for me to get good grades here than at my old school	35%	28%	37%
I learn things here that I did not at my old school	5%	20%	76%
I use computers here more than I did at my old school	13%	17%	70%

Jean Massieu School  
1530 West 12600 South #3  
Riverton, UT 84065

Jeff Allen, CAO  
Grades K-5

## Jean Massieu



### Demographic Information

Enrollment*.....	23	Number of full & part-time teachers.....	5 (1 part-time)
Student ethnicity		Teacher ethnicity	
American Indian.....	--	American Indian.....	--
Asian.....	4%	Asian.....	--
Black.....	--	Black.....	--
Hispanic.....	9%	Hispanic.....	20%
Pacific Islander.....	4%	Pacific Islander.....	--
White.....	83%	White.....	80%
Student gender		Teacher gender	
Female.....	52%	Female.....	100%
Male.....	48%	Male.....	--
Computers		Teacher Certification	
Computer at home.....	100%	Certified in Utah.....	25%
		Working on certification.....	75%
		Met alternative certification.....	--
		Certified in another state.....	--
		Other.....	--

Note: all teacher information is based upon self-reports.  
\*Based on October 1, 2001 enrollment count.

Exhibit 78: Survey results for Jean Massieu.

	Parents	Teachers	Students
Parents volunteer often at the school			
Parents know what happens at school			
Enough parents participate at parent/teacher conferences			N/A
Parents support extracurricular activities			N/A
Teachers are knowledgeable about the subjects they teach			N/A
Teachers care about students as individuals			
Teachers maintain discipline in their classrooms			N/A
Teachers are well organized			N/A
Teachers enjoy teaching			N/A
Students are well behaved			
Enough students participate in extracurricular activities			N/A
Students are excited about learning			
Students have pride in their school			N/A
Administration is accessible			
Administration is well organized			N/A
Administration applies appropriate discipline at the school			
Administration has high expectations for all students			N/A
This school prepares students for future employment			N/A
This school provides a quality education			
Instruction at this school is innovative			N/A
Instruction at this school challenges students			
Students have adequate computer access			
The school has enough quality textbooks			
Students have enough extracurricular opportunities			N/A
Students and staff feel safe at school			
Students feel safe going to and from school	N/A	N/A	
The school is clean and in good repair			N/A
The school grounds and hallways are well supervised			N/A
Parent input is valued at this school			N/A
This school is financially well-managed			N/A
This school is financially sound			N/A
I am aware of the goals of this school			N/A
I think this school has a bright future		N/A	N/A
Teacher input is valued at this school	N/A		N/A
I follow the state core when developing lesson plans	N/A		N/A

Exhibit 79: Level of Jean Massieu parent satisfaction with various aspects of school.

<i>Level of parent satisfaction with...</i>	Signal Analysis
What is taught at the school	
Quality of teachers at the school	
School goals	
Ability of the school to fulfill its stated goals	
School learning materials (books, handouts, etc.)	
Parent input into important school decisions	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership at the school	
School's ability to communicate with parents	

Exhibit 80: Level of Jean Massieu teacher satisfaction with various aspects of school.

<i>Level of teacher satisfaction with...</i>	Signal Analysis
Salary level	
Fringe benefits	
Relations with the community at large	
School goals	
Ability of the school to fulfill its stated goals	
Evaluation or assessment of your performance	
Resources available for instruction	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership	

Exhibit 81: Ranking of reasons parents enrolled child at Jean Massieu.

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	Specific curriculum or instructional philosophy	4.89	1.33
1.	Greater quality of teachers	4.89	0.33
3.	High academic standards	4.78	0.44
4.	My child was performing poorly at previous school	4.50	1.41
5.	Interest in being involved in an educational reform effort	4.44	0.88
5.	I was unhappy with the curriculum & instruction at previous school.	4.44	1.33
7.	Greater parent involvement	4.33	1.00
8.	Greater school safety	3.78	1.30
9.	Smaller class sizes	3.67	1.50
9.	Greater availability/use of computers & other technology	3.67	1.23
11.	Greater quality of students	3.25	1.17

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

Pinnacle Canyon Academy  
2553 West 2275 North  
Helper, UT 84526

Roberta Hardy, CAO  
Grades K-8

# Pinnacle Canyon Academy



## Demographic Information

Enrollment\* ..... 171

### Student ethnicity

American Indian ..... 2%  
Asian ..... --  
Black ..... 2%  
Hispanic ..... 9%  
Pacific Islander ..... --  
White ..... 87%

### Student gender

Female ..... 50%  
Male ..... 50%

### Computers

Computer at home ..... 96%  
Internet access at home ..... 82%

Number of full & part-time teachers ..... 9  
(0 part-time)

### Teacher ethnicity

American Indian ..... --  
Asian ..... --  
Black ..... --  
Hispanic ..... 11%  
Pacific Islander ..... --  
White ..... 89%

### Teacher gender

Female ..... 67%  
Male ..... 33%

### Teacher Certification

Certified in Utah ..... 100%  
Working on certification ..... --  
Met alternative certification ..... --  
Certified in another state ..... --  
Other ..... --

Note: all teacher information is based upon self-reports.

\*Based on October 1, 2001 enrollment count.

Exhibit 82: Survey results for Pinnacle Canyon Academy.

	Parents	Teachers	Secondary Students	Elementary Students
Parents volunteer often at the school				
Parents know what happens at school				
Enough parents participate at parent/teacher conferences			N/A	N/A
Parents support extracurricular activities				N/A
Teachers are knowledgeable about the subjects they teach			N/A	N/A
Teachers care about students as individuals				
Teachers maintain discipline in their classrooms				N/A
Teachers are well organized			N/A	N/A
Teachers enjoy teaching				N/A
Students are well behaved				
Enough students participate in extracurricular activities				N/A
Students are excited about learning				
Students have pride in their school				N/A
Administration is accessible				
Administration is well organized			N/A	N/A
Administration applies appropriate discipline at the school				
Administration has high expectations for all students				N/A
This school prepares students for future employment				N/A
This school provides a quality education				
Instruction at this school is innovative			N/A	N/A
Instruction at this school challenges students				
Students have adequate computer access				
The school has enough quality textbooks				
Students have enough extracurricular opportunities				N/A
Students and staff feel safe at school				
Students feel safe going to and from school	N/A	N/A		
The school is clean and in good repair				N/A
The school grounds and hallways are well supervised				N/A
Parent input is valued at this school			N/A	N/A
This school is financially well-managed			N/A	N/A
This school is financially sound			N/A	N/A
I am aware of the goals of this school			N/A	N/A
I think this school has a bright future		N/A	N/A	N/A
Teacher input is valued at this school	N/A		N/A	N/A
I follow the state core when developing lesson plans	N/A		N/A	N/A

Exhibit 83: Level of PCA parent satisfaction with various aspects of school.

<i>Level of parent satisfaction with...</i>	Signal Analysis
What is taught at the school	
Quality of teachers at the school	
School goals	
Ability of the school to fulfill its stated goals	
School learning materials (books, handouts, etc.)	
Parent input into important school decisions	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership at the school	
School's ability to communicate with parents	

Exhibit 84: Level of PCA teacher satisfaction with various aspects of school.

<i>Level of teacher satisfaction with...</i>	Signal Analysis
Salary level	
Fringe benefits	
Relations with the community at large	
School goals	
Ability of the school to fulfill its stated goals	
Evaluation or assessment of your performance	
Resources available for instruction	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership	

Exhibit 85: Additional secondary student questions PCA.

Statement	Disagree	Neutral	Agree
I maintain friendships with students from my old school	10%	13%	77%
The teachers are better here than at my old school	11%	27%	63%
This school has smaller class sizes than my old school	8%	18%	74%
I get a better education here than at my old school	4%	24%	73%
I have more friends here than I did at my old school	22%	26%	53%
I feel more safe here than at my old school	17%	40%	43%
My parents are more involved here than at my old school	11%	21%	68%
It is harder for me to get good grades here than at my old school	40%	27%	33%
I learn things here that I did not at my old school	8%	15%	78%
I use computers here more than I did at my old school	22%	18%	59%

Exhibit 86: Ranking of reasons parents enrolled child at PCA.

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	High academic standards	4.80	0.60
2.	Greater quality of teachers	4.76	0.62
3.	Smaller class sizes	4.63	0.89
4.	Greater parent involvement	4.50	0.88
5.	Interest in being involved in an educational reform effort	4.25	1.04
6.	Greater availability/use of computers & other technology	4.21	0.88
7.	Specific curriculum or instructional philosophy	4.13	0.90
8.	Greater school safety	4.04	0.98
9.	Greater quality of students	3.54	1.24
10.	I was unhappy with the curriculum & instruction at previous school.	3.18	1.56
11.	My child was performing poorly at previous school	2.40	1.65

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

Success School  
4120 South 1785 West  
Taylorsville, UT 84119

Diane Austin, Principal  
Mary Volker, CAO  
Grades 8-12

# Success



## Demographic Information

Enrollment\* .....53

### Student ethnicity

American Indian..... 2%  
Asian ..... 8%  
Black ..... --  
Hispanic ..... 34%  
Pacific Islander..... 12%  
White..... 43%

### Student gender

Female..... 25%  
Male ..... 75%

### Computers

Computer at home..... 55%  
Internet access at home ..... 37%

Number of full & part-time teachers..... 4  
(0 part-time)

### Teacher ethnicity

American Indian..... --  
Asian ..... --  
Black ..... --  
Hispanic..... --  
Pacific Islander..... 25%  
White..... 75%

### Teacher gender

Female..... 50%  
Male..... 50%

### Teacher Certification

Certified in Utah..... 100%  
Working on certification ..... --  
Met alternative certification ..... --  
Certified in another state ..... --  
Other..... --

Note: all teacher information is based upon self-reports.

\*Based on October 1, 2001 enrollment count.

Exhibit 87: Survey results for Success School.

	Parents	Teachers	Students
Parents volunteer often at the school			
Parents know what happens at school			
Enough parents participate at parent/teacher conferences			N/A
Parents support extracurricular activities			
Teachers are knowledgeable about the subjects they teach			N/A
Teachers care about students as individuals			
Teachers maintain discipline in their classrooms			
Teachers are well organized			N/A
Teachers enjoy teaching			
Students are well behaved			
Enough students participate in extracurricular activities			
Students are excited about learning			
Students have pride in their school			
Administration is accessible			
Administration is well organized			N/A
Administration applies appropriate discipline at the school			
Administration has high expectations for all students			
This school prepares students for future employment			
This school provides a quality education			
Instruction at this school is innovative			N/A
Instruction at this school challenges students			
Students have adequate computer access			
The school has enough quality textbooks			
Students have enough extracurricular opportunities			
Students and staff feel safe at school			
Students feel safe going to and from school	N/A	N/A	
The school is clean and in good repair			
The school grounds and hallways are well supervised			
Parent input is valued at this school			N/A
This school is financially well-managed			N/A
This school is financially sound			N/A
I am aware of the goals of this school			N/A
I think this school has a bright future		N/A	N/A
Teacher input is valued at this school	N/A		N/A
I follow the state core when developing lesson plans	N/A		N/A

Exhibit 88: Level of Success parent satisfaction with various aspects of school.

<i>Level of parent satisfaction with...</i>	Signal Analysis
What is taught at the school	
Quality of teachers at the school	
School goals	
Ability of the school to fulfill its stated goals	
School learning materials (books, handouts, etc.)	
Parent input into important school decisions	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership at the school	
School's ability to communicate with parents	

Exhibit 89: Level of Success teacher satisfaction with various aspects of school.

<i>Level of teacher satisfaction with...</i>	Signal Analysis
Salary level	
Fringe benefits	
Relations with the community at large	
School goals	
Ability of the school to fulfill its stated goals	
Evaluation or assessment of your performance	
Resources available for instruction	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership	

Exhibit 90: Additional secondary student questions Success School.

Statement	Disagree	Neutral	Agree
I maintain friendships with students from my old school	15%	22%	63%
The teachers are better here than at my old school	8%	20%	71%
This school has smaller class sizes than my old school	7%	17%	77%
I get a better education here than at my old school	10%	20%	70%
I have more friends here than I did at my old school	46%	34%	21%
I feel more safe here than at my old school	14%	43%	43%
My parents are more involved here than at my old school	22%	48%	30%
It is harder for me to get good grades here than at my old school	54%	22%	24%
I learn things here that I did not at my old school	13%	22%	65%
I use computers here more than I did at my old school	32%	37%	31%

Exhibit 91: Ranking of reasons parents enrolled child at Success.

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	Interest in being involved in an educational reform effort	4.50	0.93
2.	Greater school safety	4.22	0.97
3.	Greater quality of teachers	4.13	0.99
4.	My child was performing poorly at previous school	4.11	1.27
4.	Smaller class sizes	4.11	1.36
6.	Greater availability/use of computers & other technology	4.00	1.20
6.	Specific curriculum or instructional philosophy	4.00	1.07
8.	Greater parent involvement	3.88	1.25
9.	High academic standards	3.63	1.19
10.	I was unhappy with the curriculum & instruction at previous school.	3.50	1.41
11.	Greater quality of students	3.38	1.51

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

Sundance Mountain School  
 Rural Route #3, Box E-6  
 Sundance, UT 84604

Michael E. Benefield, CAO<sup>5</sup>  
 Grades K-6

# Sundance



## Demographic Information

Enrollment*.....	30	Number of full & part-time teachers.....	1
Student ethnicity		Teacher ethnicity	
American Indian.....	--	American Indian.....	--
Asian .....	--	Asian .....	--
Black .....	7%	Black .....	--
Hispanic .....	--	Hispanic.....	--
Pacific Islander.....	--	Pacific Islander.....	--
White.....	93%	White.....	100%
Student gender		Teacher gender	
Female.....	57%	Female.....	--
Male .....	43%	Male.....	100%
Computers		Teacher Certification	
Computer at home.....	100%	Certified in Utah.....	100%
		Working on certification .....	--
		Met alternative certification .....	--
		Certified in another state .....	--
		Other.....	--

Note: all teacher information is based upon self-reports.

\*Based on October 1, 2001 enrollment count.

<sup>5</sup> Michael E. Benefield resigned as CAO in Spring 2002.

Exhibit 92: Survey results for Sundance Mountain School

<i>Sundance Mountain School was in the process of transitioning between teachers when surveys were administered; therefore, there are no teacher responses.</i>	Parents	Teachers	Students
Parents volunteer often at the school			
Parents know what happens at school			
Enough parents participate at parent/teacher conferences			N/A
Parents support extracurricular activities			N/A
Teachers are knowledgeable about the subjects they teach			N/A
Teachers care about students as individuals			
Teachers maintain discipline in their classrooms			N/A
Teachers are well organized			N/A
Teachers enjoy teaching			N/A
Students are well behaved			
Enough students participate in extracurricular activities			N/A
Students are excited about learning			
Students have pride in their school			N/A
Administration is accessible to teachers			N/A
Administration is well organized			N/A
Administration applies appropriate discipline at the school			N/A
Administration has high expectations for all students			N/A
This school prepares students for future employment			N/A
This school provides a quality education			
Instruction at this school is innovative			N/A
Instruction at this school challenges students			
Students have adequate computer access			
The school has enough quality textbooks			
Students have enough extracurricular opportunities			N/A
Students and staff feel safe at school			N/A
Students feel safe going to and from school	N/A		
The school is clean and in good repair			
The school grounds and hallways are well supervised			N/A
Parent input is valued at this school			N/A
This school is financially well-managed			N/A
This school is financially sound			N/A
I am aware of the goals of this school			N/A
I think this school has a bright future			N/A
Teacher input is valued at this school	N/A		N/A
I follow the state core when developing lesson plans	N/A		N/A

Exhibit 93: Level of Sundance parent satisfaction with various aspects of school.

<i>Level of parent satisfaction with...</i>	Signal Analysis
What is taught at the school	
Quality of teachers at the school	
School goals	
Ability of the school to fulfill its stated goals	
School learning materials (books, handouts, etc.)	
Parent input into important school decisions	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership at the school	
School's ability to communicate with parents	

Exhibit 94: Ranking of reasons parents enrolled child at Sundance.

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	Specific curriculum or instructional philosophy	4.60	0.70
2.	Greater quality of teachers	4.50	0.71
2.	Smaller class sizes	4.50	1.27
4.	Interest in being involved in an educational reform effort	4.30	0.82
4.	Greater parent involvement	4.30	0.82
6.	Greater quality of students	4.20	0.79
7.	High academic standards	3.89	0.78
8.	Greater availability/use of computers & other technology	3.30	1.06
9.	Greater school safety	3.20	1.32
10.	I was unhappy with the curriculum & instruction at previous school.	3.00	1.50
11.	My child was performing poorly at previous school	1.78	1.39

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

Tuacahn High School for the  
Performing Arts  
1100 Tuacahn Drive  
Ivins, UT 84738

John Broberg, Principal  
Kevin Smith, CAO  
Grades 9-12

# Tuacahn High School

For the Performing Arts



## Demographic Information

Enrollment*.....	140	Number of full & part-time teachers.....	10 (3 part-time)
Student ethnicity		Teacher ethnicity	
American Indian.....	--	American Indian.....	10%
Asian .....	--	Asian .....	--
Black .....	--	Black .....	--
Hispanic .....	1%	Hispanic.....	--
Pacific Islander.....	1%	Pacific Islander.....	--
White.....	98%	White.....	90%
Student gender		Teacher gender	
Female.....	72%	Female .....	40%
Male .....	28%	Male.....	60%
Computers		Ot Teacher Certification	
Computer at home.....	94%	Certified in Utah.....	70%
Internet access at home .....	79%	Working on certification .....	20%
		Met alternative certification .....	--
		Certified in another state .....	--
		Other.....	10%

Note: all teacher information is based upon self-reports.

\*Based on October 1, 2001 enrollment count.

Exhibit 95: Survey results for Tuacahn High School for the Performing Arts.

	Parents	Teachers	Students
Parents volunteer often at the school			
Parents know what happens at school			
Enough parents participate at parent/teacher conferences			N/A
Parents support extracurricular activities			
Teachers are knowledgeable about the subjects they teach			N/A
Teachers care about students as individuals			
Teachers maintain discipline in their classrooms			
Teachers are well organized			N/A
Teachers enjoy teaching			
Students are well behaved			
Enough students participate in extracurricular activities			
Students are excited about learning			
Students have pride in their school			
Administration is accessible to teachers			
Administration is well organized			N/A
Administration applies appropriate discipline at the school			
Administration has high expectations for all students			
This school prepares students for future employment			
This school provides a quality education			
Instruction at this school is innovative			N/A
Instruction at this school challenges students			
Students have adequate computer access			
The school has enough quality textbooks			
Students have enough extracurricular opportunities			
Students and staff feel safe at school			
Students feel safe going to and from school	N/A	N/A	
The school is clean and in good repair			
The school grounds and hallways are well supervised			
Parent input is valued at this school			N/A
This school is financially well-managed			N/A
This school is financially sound			N/A
I am aware of the goals of this school			N/A
I think this school has a bright future		N/A	N/A
Teacher input is valued at this school	N/A		N/A
I follow the state core when developing lesson plans	N/A		N/A

Exhibit 96: Level of Tuacahn parent satisfaction with various aspects of school.

<i>Level of parent satisfaction with...</i>	Signal Analysis
What is taught at the school	
Quality of teachers at the school	
School goals	
Ability of the school to fulfill its stated goals	
School learning materials (books, handouts, etc.)	
Parent input into important school decisions	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership at the school	
School's ability to communicate with parents	

Exhibit 97: Level of Tuacahn teacher satisfaction with various aspects of school.

<i>Level of teacher satisfaction with...</i>	Signal Analysis
Salary level	
Fringe benefits	
Relations with the community at large	
School goals	
Ability of the school to fulfill its stated goals	
Evaluation or assessment of your performance	
Resources available for instruction	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership	

Exhibit 98: Additional secondary student questions for Tuacahn.

Statement	Disagree	Neutral	Agree
I maintain friendships with students from my old school	12%	25%	64%
The teachers are better here than at my old school	7%	13%	81%
This school has smaller class sizes than my old school	4%	2%	95%
I get a better education here than at my old school	9%	8%	84%
I have more friends here than I did at my old school	11%	18%	72%
I feel more safe here than at my old school	5%	16%	80%
My parents are more involved here than at my old school	13%	26%	62%
It is harder for me to get good grades here than at my old school	51%	22%	28%
I learn things here that I did not at my old school	3%	13%	85%
I use computers here more than I did at my old school	11%	24%	66%

Exhibit 99: Ranking of reasons parents enrolled child at Tuacahn.

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	Smaller class sizes	4.74	0.60
2.	Greater quality of teachers	4.56	0.61
3.	High academic standards	4.48	0.61
4.	Specific curriculum or instructional philosophy	4.37	0.93
5.	Greater quality of students	4.30	1.02
6.	Greater school safety	3.90	1.09
7.	Interest in being involved in an educational reform effort	3.67	1.23
8.	Greater availability/use of computers & other technology	3.60	1.01
9.	I was unhappy with the curriculum & instruction at previous school.	3.55	1.42
10.	Greater parent involvement	3.50	0.95
11.	My child was performing poorly at previous school	2.58	1.65

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

Uintah River High School  
P.O. Box 190  
Fort Duchesne, UT 84026

Joann Cowan, Principal<sup>6</sup>  
Grades 10-12

# Uintah River High School



## Demographic Information

Enrollment*.....	45%	Number of full & part-time teachers.....	4 (0 part-time)
Student ethnicity		Teacher ethnicity	
American Indian.....	73%	American Indian.....	50%
Asian .....	--	Asian .....	--
Black .....	--	Black .....	--
Hispanic .....	--	Hispanic.....	--
Pacific Islander.....	--	Pacific Islander.....	--
White.....	27%	White.....	50%
Student gender		Teacher gender	
Female.....	44%	Female .....	25%
Male .....	56%	Male.....	75%
Computers		Teacher Certification	
Computer at home.....	49%	Certified in Utah.....	75%
Internet access at home .....	41%	Working on certification .....	25%
		Met alternative certification .....	--
		Certified in another state .....	--
		Other.....	--

Note: all teacher information is based upon self-reports.

\*Based on October 1, 2001 enrollment count.

<sup>6</sup> Kathy Cochrane served as principal during the 2001-2002 school year.

Exhibit 100: Survey results for Uintah River High School

	Parents	Teachers	Students
Parents volunteer often at the school			
Parents know what happens at school			
Enough parents participate at parent/teacher conferences			N/A
Parents support extracurricular activities			
Teachers are knowledgeable about the subjects they teach			N/A
Teachers care about students as individuals			
Teachers maintain discipline in their classrooms			
Teachers are well organized			
Teachers enjoy teaching			
Students are well behaved			
Enough students participate in extracurricular activities			
Students are excited about learning			
Students have pride in their school			
Administration is accessible			
Administration is well organized			N/A
Administration applies appropriate discipline at the school			
Administration has high expectations for all students			
This school prepares students for future employment			
This school provides a quality education			
Instruction at this school is innovative			N/A
Instruction at this school challenges students			
Students have adequate computer access			
The school has enough quality textbooks			
Students have enough extracurricular opportunities			
Students and staff feel safe at school			
Students feel safe going to and from school	N/A	N/A	
The school is clean and in good repair			
The school grounds and hallways are well supervised			
Parent input is valued at this school			N/A
This school is financially well-managed			N/A
This school is financially sound			N/A
I am aware of the goals of this school			N/A
I think this school has a bright future		N/A	N/A
Teacher input is valued at this school	N/A		N/A
I follow the state core when developing lesson plans	N/A		N/A

Exhibit 101: Level of Uintah River parent satisfaction with various aspects of school.

<i>Level of parent satisfaction with...</i>	Signal Analysis
What is taught at the school	
Quality of teachers at the school	
School goals	
Ability of the school to fulfill its stated goals	
School learning materials (books, handouts, etc.)	
Parent input into important school decisions	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership at the school	
School's ability to communicate with parents	

Exhibit 102: Level of Uintah River teacher satisfaction with various aspects of school.

<i>Level of teacher satisfaction with...</i>	Signal Analysis
Salary level	
Fringe benefits	
Relations with the community at large	
School goals	
Ability of the school to fulfill its stated goals	
Evaluation or assessment of your performance	
Resources available for instruction	
School buildings and facilities	
Availability of computers and other technology	
School governing structure	
Administrative leadership	

Exhibit 103: Additional secondary student questions Uintah River.

Statement	Disagree	Neutral	Agree
I maintain friendships with students from my old school	12%	31%	57%
The teachers are better here than at my old school	12%	29%	60%
This school has smaller class sizes than my old school	0%	23%	78%
I get a better education here than at my old school	9%	37%	55%
I have more friends here than I did at my old school	28%	43%	29%
I feel more safe here than at my old school	28%	37%	35%
My parents are more involved here than at my old school	34%	29%	37%
It is harder for me to get good grades here than at my old school	77%	14%	9%
I learn things here that I did not at my old school	25%	20%	54%
I use computers here more than I did at my old school	43%	34%	23%

Exhibit 104: Ranking of reasons parents enrolled child at Uintah River

<i>Rate the importance of the following factors in your decision to enroll your child/children at this charter school.</i>			
Rank	Factor	Mean*	SD
1.	Smaller class sizes	4.09	1.04
2.	Greater parent involvement	4.00	1.27
3.	Interest in being involved in an educational reform effort	3.91	1.30
3.	Greater availability/use of computers & other technology	3.91	1.22
5.	Greater school safety	3.82	1.33
6.	High academic standards	3.64	1.29
7.	Specific curriculum or instructional philosophy	3.55	1.29
8.	Greater quality of students	3.45	1.51
9.	Greater quality of teachers	3.44	1.57
10.	My child was performing poorly at previous school	3.40	1.58
11.	I was unhappy with the curriculum & instruction at previous school.	3.36	1.50

\*Based on a scale of 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

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## APPENDICES

- Appendix A: Statewide and Charter End-of-Level Test Scores (Spring 2001).  
Appendix B: Individual District and Charter End-of-Level Test Scores (Spring 2001).  
Appendix C: Individual District and Charter SAT Scores (Fall 2001).  
Appendix D: Utah Charter School Evaluation Question Matrix.  
Appendix E: Parent open-ended comments.  
Appendix F: Local school board member's open-ended comments.  
Appendix G: Comparison of regional state charter school programs  
Appendix H: Survey instruments.  
Parent survey.  
Secondary student survey.  
Elementary student survey.  
Teacher survey.  
Local school board member survey.



# APPENDIX A: Statewide and Charter End-of-Level Test Scores (Spring 2001)

Test	Charter Test Taker	State Test Takers	Charter Mastery	State Mastery	Charter Near Mastery	State Near Mastery	Charter Partial Mastery	State Partial Mastery	Charter Minimal Mastery	State Minimal Mastery	Charter Avg Correct on Test	State Avg Correct on Test
Language Arts 1	26	31,916	57.7%	56.1%	38.5%	31.4%	3.8%	12.1%	ntt	0.4%	90.2%	88.8%
Language Arts 2	22	31,355	77.3%	84.0%	22.7%	10.7%	ntt	5.3%	ntt	0.1%	90.9%	90.4%
Language Arts 3	20	31,900	40.0%	42.0%	45.0%	40.1%	15.0%	17.3%	ntt	0.6%	81.2%	81.5%
Language Arts 4	23	31,581	69.6%	47.5%	26.1%	33.6%	4.3%	17.2%	ntt	1.7%	86.0%	79.8%
Language Arts 5	25	31,837	64.0%	47.2%	28.0%	33.0%	8.0%	19.2%	ntt	0.6%	83.4%	76.7%
Language Arts 6	19	31,422	47.4%	46.6%	26.3%	27.6%	26.3%	25.3%	ntt	0.4%	81.2%	80.0%
Mathematics 1	26	32,142	80.8%	71.5%	15.4%	21.1%	3.8%	7.3%	ntt	0.1%	91.1%	89.6%
Mathematics 2	22	31,716	68.2%	66.2%	31.8%	27.3%	ntt	6.4%	ntt	0.1%	90.4%	88.0%
Mathematics 3	20	31,938	45.0%	40.4%	40.0%	34.7%	15.0%	23.3%	ntt	1.6%	78.9%	74.0%
Mathematics 4	23	31,639	69.6%	52.7%	21.7%	21.9%	8.7%	24.8%	ntt	0.5%	81.1%	77.5%
Mathematics 5	25	31,826	56.0%	47.4%	24.0%	24.8%	20.0%	26.7%	ntt	1.1%	75.4%	69.6%
Mathematics 6	20	30,773	25.0%	35.6%	30.0%	27.0%	35.0%	35.7%	10.0%	1.7%	59.5%	68.3%
Mathematics 7	22	11,741	31.8%	19.2%	27.3%	21.9%	36.4%	53.2%	4.5%	5.6%	60.9%	55.0%
Pre-Algebra	48	33,182	16.7%	29.9%	27.1%	33.1%	45.8%	33.1%	10.4%	3.8%	50.6%	59.8%
Elementary Algebra	42	34,850	*ntt	19.5%	14.3%	43.5%	61.9%	32.7%	23.8%	4.3%	30.0%	51.2%
Geometry	20	24,592	ntt	19.0%	25.0%	37.1%	60.0%	38.0%	15.0%	5.9%	42.9%	57.1%
Science 4	24	31,478	62.5%	40.2%	33.3%	37.9%	4.2%	20.4%	ntt	1.5%	76.0%	68.7%
Science 5	24	31,881	41.7%	50.0%	45.8%	23.7%	12.5%	24.4%	ntt	2.0%	65.8%	65.0%
Science 6	20	30,485	15.0%	29.2%	25.0%	27.8%	55.0%	41.0%	5.0%	2.0%	65.3%	69.4%
Integrated Science 7	21	23,197	4.8%	42.8%	38.1%	33.5%	38.1%	19.7%	19.0%	4.0%	45.4%	66.0%
Integrated Science 8	18	30,016	44.4%	52.3%	16.7%	25.5%	38.9%	21.3%	ntt	0.9%	56.2%	64.2%
Earth Systems	30	21,631	10.0%	39.9%	23.3%	28.3%	60.0%	30.7%	6.7%	1.0%	50.7%	67.0%
Biology	73	23,568	31.5%	49.0%	9.6%	12.5%	45.2%	36.2%	13.7%	2.4%	52.2%	64.0%

\*ntt = no test takers.

## APPENDIX B: Individual District and Charter End-of-Level Test Scores (Spring 2001)

### Pinnacle Canyon Academy

	PCA	Carbon	PCA	Carbon	PCA	Carbon	PCA	Carbon	PCA	Carbon	PCA	Carbon	
Tests	n	n	Mastery	Mastery	Near M.	Near M.	Partial M.	Partial M.	Minimal M.	Minimal M.	% Correct	% Correct	Difference
Language Arts 1	20	262	50.0%	49.2%	45.0%	35.9%	5.0%	14.9%			88.6%	87.5%	1.1%
Language Arts 2	20	247	75.0%	76.5%	25.0%	14.2%		9.3%			90.5%	88.2%	2.3%
Language Arts 3	20	257	40.0%	37.7%	45.0%	44.7%	15.0%	17.5%			81.2%	81.2%	0.0%
Language Arts 4	19	298	68.4%	39.9%	26.3%	35.6%	5.3%	22.8%		1.7%	85.7%	77.4%	8.3%
Language Arts 5	21	274	71.4%	42.0%	23.8%	36.9%	4.8%	20.4%		0.7%	85.0%	75.0%	10.0%
Language Arts 6	18	268	44.4%	34.7%	27.8%	26.5%	27.8%	38.4%		0.4%	80.7%	76.2%	4.5%
Mathematics 1	20	259	80.0%	67.6%	15.0%	22.0%	5.0%	10.4%			91.1%	88.4%	2.7%
Mathematics 2	20	245	70.0%	53.1%	30.0%	35.5%		11.0%		0.4%	91.1%	84.3%	6.8%
Mathematics 3	20	259	45.0%	38.6%	40.0%	34.0%	15.0%	26.3%		1.2%	78.9%	73.2%	5.7%
Mathematics 4	19	301	78.9%	47.5%	10.5%	22.6%	10.5%	29.9%			82.6%	76.2%	6.4%
Mathematics 5	21	273	66.7%	41.0%	23.8%	26.0%	9.5%	31.9%		1.1%	79.9%	68.0%	11.9%
Mathematics 6	19	268	26.3%	33.2%	26.3%	27.2%	36.8%	36.9%	10.5%	2.6%	58.5%	67.2%	-8.7%
Mathematics 7	20	59	30.0%	13.6%	25.0%	30.5%	40.0%	52.5%	5.0%	3.4%	59.5%	54.2%	5.3%
Pre-Algebra	13	397	46.2%	24.7%	38.5%	34.5%	15.4%	36.5%		4.3%	72.0%	57.1%	14.9%
Science 4	20	204	70.0%	47.1%	25.0%	32.4%	5.0%	18.6%		2.0%	76.8%	70.7%	6.1%
Science 5	20	275	45.0%	52.4%	45.0%	21.1%	10.0%	24.7%		1.8%	67.0%	66.0%	1.0%
Science 6	19	267	15.8%	29.2%	21.1%	30.0%	57.9%	38.2%	5.3%	2.6%	64.5%	69.6%	-5.1%
Int. Science 7	19	247		32.0%	36.8%	38.9%	42.1%	24.7%	21.1%	4.5%	43.0%	61.8%	-18.8%
Int. Science 8	14	313	57.1%	42.5%	21.4%	30.0%	21.4%	26.5%		1.0%	63.9%	60.4%	3.5%

Sundance

	Sundance	Alpine	Sundance	Alpine	Sundance	Alpine	Sundance	Alpine	Sundance	Alpine	Sundance	Alpine	
Tests	n	n	Mastery	Mastery	Near M.	Near M.	Partial M.	Partial M.	Minimal M.	Minimal M.	% Correct	% Correct	Difference
Language Arts 1	6	3,594	83.3%	59.4%	16.7%	30.9%		9.4%		0.2%	95.5%	89.9%	5.6%
Language Arts 2	2	3,577	100.0%	85.4%		10.1%		4.4%		0.1%	95.0%	90.7%	4.3%
Language Arts 4	4	3,426	75.0%	54.3%	25.0%	31.1%		13.4%		1.3%	87.3%	81.8%	5.5%
Language Arts 5	4	3,481	25.0%	52.5%	50.0%	31.6%	25.0%	15.4%		0.5%	75.0%	78.7%	-3.7%
Language Arts 6	1	3,333	100.0%	51.7%		27.5%		20.6%		0.2%	90.0%	82.0%	8.0%
Mathematics 1	6	3,603	83.3%	72.4%	16.7%	20.9%		6.7%		0.1%	91.2%	90.0%	1.2%
Mathematics 2	2	3,600	50.0%	66.3%	50.0%	27.4%		6.2%		0.1%	84.0%	88.1%	-4.1%
Mathematics 4	4	3,432	25.0%	55.2%	75.0%	23.1%		21.2%		0.4%	74.3%	78.6%	-4.3%
Mathematics 5	4	3,482		49.6%	25.0%	25.2%	75.0%	24.2%		1.1%	51.8%	70.7%	-18.9%
Mathematics 6	1	3,327		40.0%	100.0%	28.2%		30.7%		1.1%	79.0%	70.8%	8.2%
Mathematics 7	2	1,041	50.0%	17.0%	50.0%	25.7%		53.3%		3.9%	75.0%	55.7%	19.3%
Science 4	4	3,439	25.0%	41.8%	75.0%	39.7%		17.7%		0.8%	72.0%	70.3%	1.7%
Science 5	4	3,379	25.0%	54.8%	50.0%	24.4%	25.0%	19.3%		1.5%	59.5%	67.3%	-7.8%
Science 6	1	3,337		32.8%	100.0%	29.2%		36.7%		1.2%	80.0%	72.2%	7.8%
Int. Science 7	2	1,665	50.0%	56.5%	50.0%	29.2%		12.7%		1.6%	68.5%	72.4%	-3.9%

## CBA

	CBA	Millard	CBA	Millard	CBA	Millard	CBA	Millard	CBA	Millard	CBA	Millard	
Test	n	n	Mastery	Mastery	Near M.	Near M.	Partial M.	Partial M.	Minimal M.	Minimal M.	% Correct	% Correct	Difference
Pre-Algebra	4	269	25.0%	34.2%	25.0%	34.2%	25.0%	29.7%	25.0%	1.9%	55.80%	62.8%	-7.0%
Elementary Algebra	3	269		15.6%		43.5%	100.0%	35.7%		5.2%	36.70%	49.1%	-12.4%
Earth Systems	11	131	18.2%	31.3%	27.3%	29.0%	45.5%	38.2%	9.1%	1.5%	54.60%	64.3%	-9.7%
Biology	6	195	33.3%	38.5%	16.7%	16.9%	33.3%	42.6%	16.7%	2.1%	56.70%	62.0%	-5.3%

## Success

	Success	Granite	Success	Granite	Success	Granite	Success	Granite	Success	Granite	Success	Granite	
Test	n	n	Mastery	Mastery	Near M.	Near M.	Partial M.	Partial M.	Minimal M.	Minimal M.	% Correct	% Correct	Difference
Pre-Algebra	10	5010		27.0%		32.7%	70.0%	36.8%	30.0%	3.5%	26.20%	58.5%	-32.3%
Elementary Algebra	27	5010		15.0%	3.7%	39.8%	66.7%	39.1%	29.6%	6.0%	25.90%	47.7%	-21.8%
Integrated Science 8	4	4522		44.2%		26.1%	100.0%	28.4%		1.2%	29.30%	60.5%	-31.2%
Earth Systems	5	2416		28.2%		27.5%	80.0%	42.6%	20.0%	1.7%	41.60%	60.9%	-19.3%
Biology	29	3886	3.4%	44.6%	3.4%	11.7%	69.0%	41.2%	24.1%	2.5%	34.10%	62.7%	-28.6%

## Tuacahn

Test	Tchn	Wshngtn	Tchn	Wshngtn	Tchn	Wshngtn	Tchn	Wshngtn	Tchn	Wshngtn	Tchn	Wshngtn	
Tuacahn	n	n	Mastery	Mastery	Near M.	Near M.	Partial M.	Partial M.	Minimal M.	Minimal M.	% Correct	% Correct	Difference
Elementary Algebra	12	1302		13.2%	41.7%	46.2%	41.7%	38.2%	16.7%	2.4%	37.60%	48.8%	-11.2%
Geometry	20	686		19.1%	25.0%	48.8%	60.0%	30.3%	15.0%	1.7%	42.90%	61.2%	-18.3%
Biology	30	878	66.7%	46.1%	16.7%	14.0%	16.7%	37.4%		2.5%	73.00%	63.2%	9.8%

## Uintah River

Test	UR	Uintah	UR	Uintah	UR	Uintah	UR	Uintah	UR	Uintah	UR	Uintah	
Uintah River	n	n	Mastery	Mastery	Near M.	Near M.	Partial M.	Partial M.	Minimal M.	Minimal M.	% Correct	% Correct	Difference
Pre-Algebra	21	573	4.8%	28.8%	33.3%	28.1%	57.1%	26.5%	4.8%	16.6%	48.00%	55.1%	-7.1%
Earth Systems	14	248	7.1%	13.3%	28.6%	25.8%	64.3%	59.7%		1.2%	50.80%	54.3%	-3.5%
Biology	8	347		45.8%		16.4%	75.0%	36.3%	25.0%	1.4%	36.80%	65.9%	-29.1%

APPENDIX C: Individual District and Charter SAT Scores (Fall 2001).

School/district	Grade	No. Students	% Taking Test	Math	Reading	Language Arts	Science	Social Studies	Complete
<b>CBA</b>	<b>11</b>	<b>10</b>	<b>71</b>	<b>50</b>	<b>34</b>	<b>6</b>	<b>27</b>	<b>27</b>	<b>28</b>
Millard District	11	253	95	63	50	47	67	42	55

<b>PCA</b>	<b>3</b>	<b>20</b>	<b>100</b>	<b>59</b>	<b>53</b>	<b>43</b>	<b>62</b>		<b>52</b>
Carbon District	3	248	92	54	55	34	42		50
<b>PCA</b>	<b>5</b>	<b>21</b>	<b>100</b>	<b>71</b>	<b>73</b>	<b>67</b>	<b>82</b>	<b>74</b>	<b>72</b>
Carbon District	5	240	74	49	44	41	55	39	43
<b>PCA</b>	<b>8</b>	<b>10</b>	<b>100</b>	<b>17</b>	<b>19</b>	<b>34</b>	<b>10</b>	<b>28</b>	<b>23</b>
Carbon District	8	315	98	50	48	40	47	45	46

<b>Center City</b>	<b>8</b>	<b>31</b>	<b>100</b>	<b>31</b>	<b>61</b>	<b>40</b>	<b>62</b>	<b>62</b>	<b>49</b>
SLC District	8	1571	90	41	41	40	42	40	41

<b>Success</b>	<b>8</b>	<b>3</b>	<b>100</b>	<b>35</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>9</b>	<b>11</b>
Granite District	8	4986	87	47	43	43	54	45	45
<b>Success</b>	<b>11</b>	<b>11</b>	<b>55</b>	<b>31</b>	<b>22</b>	<b>8</b>	<b>27</b>	<b>42</b>	<b>25</b>
Granite District	11	4447	79	68	50	47	62	52	56

<b>Sundance</b>	<b>3</b>	<b>5</b>	<b>100</b>	<b>71</b>	<b>70</b>	<b>59</b>	<b>90</b>		<b>78</b>
Alpine District	3	3646	95	54	60	43	62		55
<b>Sundance</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>46</b>	<b>86</b>	<b>72</b>	<b>55</b>	<b>69</b>	<b>73</b>
Alpine District	5	3545	96	49	52	53	65	56	55

<b>Tuacahn</b>	<b>11</b>	<b>36</b>	<b>100</b>	<b>57</b>	<b>65</b>	<b>59</b>	<b>62</b>	<b>68</b>	<b>61</b>
Washington District	11	1319	90	63	55	47	62	52	56

<b>Uintah River</b>	<b>11</b>	<b>10</b>	<b>43</b>	<b>31</b>	<b>13</b>	<b>11</b>	<b>21</b>	<b>42</b>	<b>22</b>
Uintah District	11	415	95	63	50	41	62	52	53



APPENDIX D: Utah Charter School Evaluation Question Matrix.

No.	Question	Information Source	Method
1.	What are the characteristics of Utah charter schools?	Administrators, teachers, parents & students	Questionnaires & interviews
2.	To what degree are charter schools carrying out all of their rule and statutory responsibilities?	Administrators, governing boards, teachers, students, parents, Utah State Board of Education, Utah State Legislature, test scores, existing documents	Questionnaires, interviews, group interviews, document and test score analysis
3.	Do charter schools' staff have the knowledge, skills, and experience needed to create effective public school options?	Administrators & teachers	Questionnaires & interviews, professional review
4.	How efficient and effective are charter schools in their:		
a.	Responsible behavior in meeting objectives found in their mission statements?	Administrators, teachers, parents, students & governing board	Questionnaires & interviews
b.	Individual characteristics?	Administrators, teachers, parents, students & governing board	Questionnaires & interviews
c.	Educational programs?	Administrators, teachers, parents, students & governing board	Questionnaires & interviews
d.	Governance structures?	Administrators, teachers, parents, students & governing boards	Questionnaires & interviews
e.	Assessment, performance measures and peer school comparisons?	Administrators & local school boards	Interviews & test score analysis
f.	Progress reports?	Administrators/progress reports	Interviews/document review
g.	Impact on the Utah educational system?	Demographic information	Review of demographic information for charter schools & state
h.	Relationships with local school districts?	Administrators, governing board, local school district administrators & board members	Interviews

5.	What are the barriers experienced by charter schools and USOE staff?	Administrators, governing boards & USOE staff	Interviews
6.	Do resources (both human and monetary) match USOE and charter school needs?	Administrators & governing board	Interviews
7.	How do Utah charter schools compare to other states' charter school programs in terms of costs, funding, staffing, and responsibilities?	Various state office's of education & United States Office of Education	Review of other states
8.	Additional questions		
a.	What waivers have charter schools applied for to the State Board? Which have been accepted?	State Board	Interview with board representative
b.	What federal programs are charter schools participating in? What federal monies do charter schools receive?	Charter school administrative officers	Interview
c.	What are charter schools' sources of funding, including state, federal and private funds? (The sources of private funds do not necessarily need to be identified.)	Charter school administrative officers/financial reports	Interview/ document review
d.	What is the financial stability (outlook) of charter schools?	Charter school administrative officers/parents	Interviews & surveys
e.	What is the impact of charter schools on local districts?	Local school district administrators	Interviews
f.	What is the impact of charter schools on local districts?	Existing charter school studies.	Review of the literature
g.	What are the perceptions of districts and parents about charter schools?	Members of school boards of districts containing charter schools	Interview/survey

## Appendix E: Parent open-ended comments.

Parents who returned the mailed survey provided the following open-ended comments. They are sorted in school order. *They may not be representative of the feelings of all parents.*

### Center City

--Culturally Sensitivity. Make sure that field trip activities, science projects are not against cultural beliefs. The school has diversity- students come from different backgrounds and the teachers should be educated to respect beliefs. If parent(s) refuses to allow student to participate, plan ahead so all students can participate.

--I see students wearing gang affiliated clothing. School should have a dress code. Students should be respectable.

--Visitors should sign in before going past the office and strictly enforced.

--What about driver's education?

My son struggled with depression and social anxiety. Appropriate social interactions and tolerance are a high priority at this school. There are also diverse opportunities to learn specific subjects. People began in different ways and the philosophy of this school is to encourage each student to excel in whatever way he or she best learns. My son is encouraged and appreciated at City Center. We are very pleased with his progress.

Most teachers were wonderful. A few teachers were not responsive to my child's needs and personality. While at his age one or two teachers who he did not work well with shouldn't be a big deal, at this school he would have to have these teachers over and over again (because of size) throughout high school. We made the choice to put him in public school again to avoid this tough decision.

I think the school has had a hard time financially. I think they could do much better and give more attention to the important things (the kids) if they could get more funding and not have to fight so hard for everything.

Gov. Mike Leavitt, during the National Charter School press conference, stated he thought Center City School was academically rich and facility poor. Center City School's financial burden seems to weigh down and limit their ability to do what they do best- innovatively teach young men and women.

Center City School is the best school for my daughter. They help her in any way she needs help. She is very happy there

I put my daughter in this school because she wanted to go with her friend. I was not happy with this school. She didn't learn much. She needed special help and she didn't get the help. They didn't tell us they didn't help special kids. She had a hard time there. She did better at Clayton. I wasn't happy with Central City Charter School.

This school is new.... And questions don't allow for "growing pains". My expectation for a better bldg., more computers, better books etc. did not coincide with the reality of "building a new school". It takes time. However, I am proud that my girls and I are part of the process.

I think they could charge more fees and offer more extra-curricular Classes- I know parents could teach some cool thing in lieu of the fees. I do not like the office situation- do not get return calls, requested information or any action taken on concerns that are listed in on Daily Progress Report. I was not informed of problems via phone call 3 out of 4 timesw/ problems even though I had given the office my work # 3 times- not good follow through!

I think that the school needs more funding

Peer meditation was very important because of diverse backgrounds. Because of peer meditation the children got along and learned a ton about different cultures and ideals. Made friends when they wouldn't have. Very valuable for children and parents!

I think they should receive more money from the School District. This Charter School has done many things for the community. Very positive things.

No, everything's all right.

I don't understand how one survey could assess the different types of Charter Schools.

### **Jean Massieu**

Without this school my child would not get the education she needs. Without this school, I don't know what I would do. I thank God every day that I found this school. It does have limited space and computers and other technology, but every year it improves. If this school wasn't here in Utah I would look into other states and see what schools they have to offer.

Our school is very pioneering, but it is also common sense. USDB does not communicate, they try to get each child to see English word order in their head, they can't do that till they learn what English word order is. They need to communicate in a language that is natural for them before they can learn the complexities of the English. Children who have ASL learn English word order faster, better, and understand it. This means reading, writing they are much more skilled. USDB concentrates on voicing, that is a great skill for the deaf, it has its place, it should be part of their day, but not most of their day. I spend a lot of time in the classroom at USDB, there was NO real instruction, academics are not first. The charter school kids will be proficient in English, ASL, Deaf culture AND core curriculum. USDB is nothing more than glorified babysitting. I want my child to be educated, not just tolerated.

### **PCA**

The importance of other public school district heads getting along with charters. How parents feel about it. Schools are becoming too much of a business for money. How much can you make per student instead of education; those who teach it. Other public school have too many teachers who should not be teaching and you can't do anything about it because they're tenured.

Our hope is that they extend to higher grades. My daughter doesn't want to return to public school.

Extremely disappointed with the lack of support/encouragement from the district superintendent. Clearly he is against the opportunity for parents to have another choice for their children's education. It would seem he should have every student's interest a priority in providing them the best education, yet only if they are in public school

We love this charter school.

Kids are going in and out of classrooms while others are trying to learn. The set up of the classrooms require going through another class to get to indoor hallways. The math program taught in first and second grade is very inadequate. It teaches no memorization, only counting. There is too much interruption while classes are in session. The teachers had no weekly plan, when a child had to miss, the teachers could not give you the work ahead of time.

We are totally for the addition of the New Century High School. This school has been very successful with their primary and secondary education and we feel very strongly that they will succeed with the higher education.

I (nor does my husband) have no affiliation with the idea of Charter Schools for the purpose of religious freedom. Religion at this Charter School is not an issue of controversy. My children attend because the education is far superior to the public school in our area. My other child who is older and did not attend Charter School could not even do homework because he had to share text books in his science class. It is not easier to send my children to the Charter School. It requires hours more driving and many volunteer hours as a parent spent in the school. But I think the effort is far worth it! My children love the learning experience at this school.

It will be nice to move into a permanent facility and quit moving!! It will also be nice if we are allowed to have a High School.

I really am pleased with this school. However, The school was granted an expansion of K-4<sup>th</sup> grade this year and 5-8 next year. I believe the power of positive education and responsible student behavior is in smaller numbers of students per

campuses. I did not favor the expansion of the student body and I am dismayed that with the rise in student number the school did not move to a larger facility.

We really are impressed with the discipline that comes with the children wearing a uniform to school. It has helped our son become "a boy" again- concerned with schoolwork and having fun, not worried about "looking cool" and such. We've seen great academic improvement and caring between teacher and student that he was not realizing in our local public school

on 43(g)- We, our charter school, plan to move to a permanent site that will be better physically suited to the school. The idea is to be in a better site for the 2003-2004 school year.

We feel choice in education is very important. WE selected the charter school for a higher standard of education. We are very glad we did so.

Local School District is negative to the community about our success. We are proud to be a part of a charter school!!

Only the fact that the Charter Schools receive far less monies than the traditional public school. Parents at the Charter School pay just as much in taxes as those who are not. Governor Leavitt set up Charter Schools as an alternative to traditional public schools as well as to forgo the voucher bill... Pres Bush is also in favor of the Charter Schools but for them to succeed, they will need more financial assistance than is currently being offered. It's almost as if they are set up to fail and Pinnacle Canyon has succeeded in spite of this fact... but it has been a much harder fight than it should be- especially when the education of children is involved.

Excellent alternative to the Public School System.

The staff at the charter school is concerned and cares about each child. I was amazed at the programs that were offered to our children to help them get caught up and help with learning disabilities. They worked better with the parents than any teachers my children have had in the past 28 years; and I am convinced that the smaller class size and parental involvement are the main keys to helping children. The school is not a group of "elite" students who are rich and highly intelligent. There are many minorities and low-income families. The big difference is the fact that the parents want more for their children than our school district is offering. Teachers who don't care about the students or the future of our community and would have no business teaching. They should take some lessons from the teachers at the charter school. They should care about each child as an individual and forget some of their "hard-nosed" rules. I truly believe that Utah should take some lessons from our charter school. Grades (test scores) would go up and we could be proud of our education system.

Funding for permanent school facilities.

This school is young and has been working out the kinks i.e.: school building, communications etc. fulfilling goals. I have great respect for this school and its administration.

I think we paid some fees at the beginning of the year but I can't remember how much. Nothing during the year. I looked through checkbook, but could only find payments for lunch, yearbooks, book fair, none of these being required.

I had my children attend the charter school for 2 years. Although I feel that they received a better education than they would have in our home town 45 miles away, I have decided to continue their Jr. High School years at the public school located 30 miles away from where we are living. I feel the charter school falls short of what is available to middle and high school age students. I feel the elementary age students have a greater advantage. I feel the school works because the teachers are required to perform, whereas in the public school tenure has crippled education's enthusiasm and teachers dedication and desire to teach.

Our school has its good points but also its bad. The office personnel is very "clicky" as well as the administrator, which I feel will ultimately be the demise of the school. As parents feel their needs and concerns aren't taken as seriously as others who are "friends" with the administrator they will begin to pull their children. The doubling of K-4 is another concern- I have to ask myself do I want my kids educated in a facility that isn't large enough for the growing number of students.

I am very happy with this school and would like to see a high school put in.

Great school. Couldn't ask for better teachers and administrators

I believe parents should have a choice and say in school. My children are receiving a great education. My daughter just

entered 8<sup>th</sup> grade and had to go to public school. She had already learned everything they taught at Charter School.

I am all for the uniform code, but I would like to see “free dress” at least once a week instead of once a month.

Every child’s future is important to the administration and teachers. They taught good moral. Respect and self-management. They were truly concerned with each student’s future. You were not just a “number”.

It was very difficult dealing with the state board of education. They dragged out making decisions regarding our charter school, which caused more problems.

It has been refreshing for teachers to be teaching. My son, a few years ago after leaving a public, district school, was amazed that the teacher stood at the board and was talking, teaching the class. It is nice to have a choice in where I feel my son can achieve his greatest academic potential.

My child is thriving in this school. I am very grateful to the people who have made this opportunity possible. This is the answer to my child’s educational needs.

## Success School

I'm happy that my child had the opportunity to attend a charter school. I feel it helped him a lot while there, for the time being.

Thank you,  
Sincere Parents

My son's attendance was dramatically improved, but he never did homework or studied. Received decent grades. I don't feel these grades were truly earned. I never received any progress reports as the parent or was called about disciplinary actions. They were only given to his Probation Officer who didn't share this information with me. Parents need to be notified as well as the P.O. If the school's feel the child has any talents, that should also be shared with the parent.

This is the only school that could help him bring his grades up.

I added plus signs because I feel strongly that the staff at Success School is exceptional and they produce fantastic results. My son graduated after failing to succeed in the public school system.

I have spent very little time at the school. I don't feel I can fairly judge. My son has been there since April. Most questions I answered N because I don't know. Others I didn't answer at all because I don't know.

I feel this school is great. My son was not at his best at his previous school; in fact he hated going. Here he likes going, he does it on his own and comes home excited about learning now he talks about college again. He looks forward to the future. I just wish they had more monies. Our schools here, our state does not invest enough into our children, they just get shoved into a room and forgotten a lot of the time it feels like the state not the teachers are setting our children up to fail and expecting them to succeed. I wish there were more schools like this one that people could afford. I would do these if I could afford to.

## Sundance

Administrative Bureaucracy, backbiting, posturing, arrogance and ineptitude have destroyed this school. Our child will not be returning in the fall of 2002. Experienced educators have been forced out and replaced with significantly less qualified teachers, several times in 12 mos. New teachers do not know how to use computers. There is a lack of textbook material. Although parent participation is high, it is more like a commune than a school. We loved this school during the first 2 years

When a school or any organization is new, there are of course challenges that must be faced and dealt with. Charter Schools are trying to create alternative learning environments- they are creative environments and therefore must be flexible and open to change. Sometimes to be a parent of a child in these schools is difficult, you have to believe in the school's direction even when things aren't going well. However the best of these schools come through rough times to be even stronger and more determined to succeed- Charter schools have to rely on parents to have a passion to make them work. It takes time, dedication and love.

The school wasn't able to get off the ground.

Great mission statement

Poor administration

Redford (Robert) chose to have school moved off of Sundance Mt. Causing more chaos.

No curriculum for new teachers to fall back on

It was a great idea. I am very disappointed it didn't run well.

- 1- Halfway through the year the entire board of trustees resigned in a dispute with a teacher they hired. Several parents filled the vacant slots on the board. Once they did governance improved as did the quality of teaching. However, the new board was overwhelmed. The governance of charter schools, esp. small ones, is problematic.
- 2- The state office was not particularly helpful. It seems that no one there has answers to basic questions re: charter schools. Could the state put together a manual for charter school administrators/boards that describes all of the state's reporting/testing requirements and answers basic questions about law and process.

3- Funding is a problem- When a charter school gets ½ of Alpine School District WPN it is hardly enough for the school to serve the

The state and federal gov't need to do a better job of funding assistance for Charter Schools. What the state gives per child is so un-fair!!

The school is relocating—if all goes well. This should be a very great little school. If not, the school will close and our child will be back in public school.

The charter school my daughter attended gave her the education she needed and deserved! I would like to know why there hasn't been more funding for this EXCELLENT school! The faculty and staff don't get what they deserve for doing such a wonderful job with the children they teach.

### **Tuacahn High School**

Thank goodness for Tuacahn High School for the Performing Arts. For the first time in her life, my daughter looks forward to attending school. I cannot enough good things about this school and the instructors.

I am very happy that my son didn't disappear in a "sea of faces", like he did in the "public school. He has really blossomed both academically and socially!!! I plan to have my daughter attend Tuacahn High School as soon as she is old enough.

I think Tuacahn is a wonderful school- however, it has been shunned by the other schools in the area since it is outside the normal school district. I wish there were a way to get more co-operative efforts for region-wide competitions, etc. Also, the teachers need to be paid MORE! They are there because they want to be, but they need to make a living too! Many left because of finances and the below-poverty-level wages.

Wasn't informed until after-the-fact that my student was in danger of not graduating due to attendance issues. She might have known, but the school did not inform me until 5 days before graduation. Administration was accessible and heard my concerns around this. I believe they will work on this in the future over all, our experience was extremely positive.

This school was great for Administrative interest-in each and every student- small class sizes really help.

Tuacahn HS has been a tremendous experience for my child. It has helped her to succeed academically and artistically. We will be paying tuition this year since we recently moved out of state, but it is well worth it!

This is a performing arts school. It focuses on the arts with an emphasis on going on to college. These needs are not met as well if at all, in public schools. However, so much more could be accomplished with adequate funding. The school is very frugal and inventive in using their limited funds

I feel this school has yet to employ a "quality drama teacher which I feel is very vital for this school. The dance instructor has been lacking in her responsibility to edit proper forms of dance appropriate for high school children. The principal is a pacifist in order to keep his job. The administrative assistant truly runs the school and does a great job! Other than that, this school is WONDERFUL, all the other teachers have been super and overall I am well pleased for what it has to offer. I wish it much success.

We have been very impressed and are planning to send our other two children to the same charter school. We also encourage anyone we know who is entering high school to send their children to this school.

This school is such an outstanding facility. It deserves more funding. At a minimum it should receive the same funding as other high schools in this district.

Arts are treated w/out real concern in reg. school systems- Arts are of primary importance (to me!) Students who are more involved in creative behaviors are better students and better people.

Because this is a performing arts H.S., Our needs are different than other schools. We do not get the funding to pay for a bus that is in good mechanical repair. This makes it difficult for us to travel. Our school is unique and small. We do not have the same cliques and peer pressures as regular H.S.'s. The kids work hard together, perform, sweat, win, lose, and build a bond that they wouldn't have the opportunity to at a regular H.S. My children came from California and the schools in our

district are primitive and well behind by 3-5 yrs. in Academics. Tuacahn has given them the challenges and continuous learning each student should have the right to.

My daughter attended this school with the knowledge of having smaller class sizes. This past her English class consisted of about 10 but her science class consisted of about 25, maybe 5 shy of a public school (an advantage) but the rooms are significantly smaller. There is simply no room in all of the academic classes. I have been that the next school year will have 20 + more students 160! There is no more room! 140 was bad, but 160?

You either have honor students, good kids, or kids with low grades not doing well in public schools. So their parents send them here in hopes of improvement. The challenge for my daughter was being an honor student who loved learning, worked hard and was very motivated with the academics, but had to work side by side with students who did not do as well, did not want to learn and did not have the drive to do well and progress. They were there because their parents made them go, not because they wanted to go. This affects the morale of the students at the other end of the spectrum doing well.

Tuacahn is the best school in the nation.

My daughter is a 4.0 student. She did not like the teachers (not all) at the public school and thought some of them should retire, that after so many years they are "burned out"  
She would continue at the chartered school but they don't offer classes she needs to graduate. I thought the teachers she had last year were great and did a great job of teaching. I stand in awe of all teachers, it is a job I could not do!

Transportation is wholly inadequate. There is no transportation to and from school. The school does have an Army Surplus Bus that is in such bad shape that the school has to rent a bus to take the students to competitions or events.

The uniforms that are required at this school make a big positive difference. The school needs more social activities for the students.

We were very pleased with the charter school. The teachers taught our son that he could achieve and brought his GPA up from a C average to an A. The school not only helped him academically, but helped him develop his talents.

We need a better science curriculum and teachers. It would help if we had someone who is a curricular expert to advise in these areas. There are several parents who are and would volunteer. We would like to implement a parent board in which teachers are held accountable to them. We need a better dance teacher. (I was a professional dancer, and know what I'm talking about) She has a degree, but anyone can get that. She isn't a dancer. Please encourage a stronger ballet emphasis.

The greatest thing about this school is that it provides an environment for children who wish to explore performing arts as a possible career choice. It has also given my son a comfortable environment away from athletic competition so overdone in typical public high schools. I am very happy that we have a choice to provide children with alternative programming.

Our school was Tuacahn for the Performing Arts. The confidence every student obtained from this school could never be measured by testing. It has been a very uplifting and superior education for the past three years. (they need more money for textbooks, etc.)

I am very pleased with this school and I believe that charter schools are an excellent alternative to traditional public schools.

I like the school uniform

Tuacahn High is outstanding.

We love Tuacahn! Everyone knows each other; upper classes mentor the younger students; some of the classes are a mix of grades which is a great equalizer; teachers mentor each student- no student is left with a C- on anything, they go over the material again until the student learns it; the classes range in size from 7-23 students; if there's time and a teacher- they offer the class to even 5 students; the students can apply for and work during the summer as interns for pay and ½ credit. The kids are so totally involved, out of trouble and productive

Housing was an issue for most of the students. It would be great if the school could come up with a housing program.

I am very happy with Tuacahn and it's staff—I recommend them often to others- several of which are switching to it this year.

In light of the current state funding problems I am concerned about the future of this school. It is worth saving. —Dad—

We love Tuacahn

The school receptionist was like a mother to the kids. The school clubs were a bit too closed from other students, hard to get into the club. Too much of not, "what you know, but who you know." Over all it was a great school. Loved the smaller class size but need more labs, books and computers.

First of all- I am for charter schools. The big public high schools are not only dangerous, impersonal, and the teachers are in general better than the elementary and middle school teachers. The problem with this Charter School I evaluated is that the school has no money so they can't hire better-qualified teachers. The teachers of this school earn less than the local High School. They all have very dedicated and like the very intimate atmosphere of the school. They do not know how to teach any better than the colleagues in public school. I see the same old teaching style that permeates all public school systems: the teacher imparts information and the students "vomit it back"!! They are not taught how to think and express their own opinions. Given all the obstacles this particular school has, it does well and that is why my child is going back for the 2002 fall semester. I hope you all help to better fund the Charter Schools.

Charter schools are wonderful ideas, but the lack of adequate funding hampers them in so many ways, especially the cuts they have to make in program and materials and the low pay of teachers which makes it unlikely they will attract the exceptional teachers we would hope they would have. I want Charter Schools to succeed, but I worry about their future, especially in Utah where all schools are under funded. I was disappointed in not finding quality teaching and hiring standards- which seems to have come back to the money.

## **Uintah River High School**

They need a new school built. More teachers and classrooms. Books and Supplies.

Principal didn't get any support. She tried to make changes and didn't get support in those changes.

The tribal governing board doesn't agree among themselves and each thinks he/she is in charge of informing the school principal of decisions. This will be the third administration they have lost because of poor governing. (in three years.)

Couldn't this Chartered School accept 9<sup>th</sup> grades also. (they teach 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>). Need a new school building.

## Appendix F: Local school board member's open-ended comments.

As part of the mail survey they received, School Board members were invited to include any comments they thought were pertinent to the discussion of charter schools. Four respondents included additional comments. The double lines divide comments from different respondents.

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Supporters of charter schools and our legislators need to remember that as they promote charters as a vehicle (choice) that will improve student achievement should remember that any student achievement data you want to review does not support their position that there is a lack of student achievement among Utah Students. Students statewide continue to score above the national in almost every area. This is significant when you consider that Utah has come of the highest-class loads in the nation and the lowest per pupil expenditures in the nation.

Something our legislators have never been able to understand is that you get about what you pay for except in Utah where the effort and productivity of Utah teachers far exceeds that of any other state in the country. Spending on education by our republican legislature has dropped, adjusting for inflation by 23 percent over the past 24 years.

Many school districts are, in fact, being put at a financial disadvantage as a result of charter schools:

- Boulder Valley School District in Colorado lost \$3.5 million in 2001 as a result of having 5 charter schools in their district.
- Jefferson County-Colorado also lost \$3.5 million because students left for charter classrooms and the district couldn't pare expenses to keep up with the change in enrollment.  
..... Denver Post, April 15, 2002

Carbon School District in Price have experienced significant dollars as a result of their one charter creating a serious quality of education issue for the students who choose to be educated in the neighborhood school. However, it doesn't seem to bother our legislators!

Many charter schools are operating in sub-standard buildings that do not meet Utah Code. In many cases there seems to be one standard for public schools, a lesser standard for charters creating a health, safety, and liability concern for the chartering school district. For some reason, this doesn't seem to bother our Republican legislature

Many charters are not teaching the state core curriculum standards and lack any kind of correlation between their proposed instructional scope and sequence and the state core.

Many charters refer to research-based instructional methodologies but site no research and do not define a specific research design or specific methodologies that will be utilized by their staff and administrators.

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I am writing these additional comments that I hope will help you in your evaluation of Charter Schools in the state of Utah. As a school board member, I was not a opponent of the charter school legislation, hoping that if charter schools found new ways to reach all students and raise student achievement, that those new ideas would make their way into public schools. I have watched the last few years, waiting for the reports of the successes of those charter schools and their innovative programs and increased student achievement, and those reports either don't exist or they have not been made available for the public or even a local school board member's review. Because the charter school program started as a pilot program, that was to be reviewed at the end of the pilot, I am quite disappointed that no such review has been carried out and that the charter school legislation has been changed in some capacity each year since the original legislation.

I don't want anecdotal stories. I would like to see the actual data of these schools in comparison with other charter schools and would like to see what innovative programs have made a difference in student achievement. My best guess is that the charter schools of the state are having the same problems that all of the public schools of the state are having. Educators know the changes that would make a big difference in student achievement, but the funding is lacking. The charter schools have not produced unbelievable results any more than the rest of the public schools in the state. Even the charter schools in Park City and Milford are really nothing more than the alternative high school that exist in most of the districts. (at least along the Wasatch Front). I have to give bothe districts credit for finding a new source of funding that helped them either start their program or add to what they had already started. I think all districts would be smart to find ways to get the

federal dollars that help charter schools get started. In Utah, the start-up money has been taken away. Again, lack of funding, not lack of innovative ideas and great educators, is the problem.

Charter schools need to answer the hard questions----are they doing it better than what is happening in other public schools? If they are not----then funding them is questionable in a system that is already grossly under funded.

The goal of the American Public Education System is to move all students ahead—regardless of where they start. If charter schools are doing better, it is time that we all were made aware of what they are doing. If they are not doing it better in terms of student achievement, the funding they are pulling from public schools is being wasted on the effort.

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I'm finding your School Board Member Survey somewhat offensive in the way the questions are asked. I feel the questions are worded to get responses that are either definitely "for" charters for adversarial to elected boards of education. I decided that I would answer them this way so I can better explain my feelings and hopefully give you a greater insight into how one board member views charter schools.

First the Governor and the Legislature shoved charter schools down our throats. With that said, it took me awhile to realize that they might be here to stay. With that in mind, I went to Colorado and visited a charter school. So, question #3 is: "no" I have not visited the charter school in my district, but I have visited a charter school. I chose to visit the charter school in Colorado because the two charters that have been approved by the state Board of Education in our district will be using the Core Knowledge Curriculum and Saxon Math. Both charter schools have been established with people who have moved to our District from Colorado.

The charter school you ask about was at Sundance. It has not been successful and has lost students and its facility. They have moved to Soldier Hollow and are awaiting their charter to be approved in that school district.

Question #5: Could charter schools "skim" all the best students? They are certainly set up for that to easily happen. They are not required to take "all" students as public education is and could take the brightest students leaving us "all" the rest. Also because of the "specificity" of the charter school and the number of students allowed, there could be discrimination on enrollments. No child can be rejected by public education and every child is our responsibility.

Question #6: Parents can and should be involved in public education just as much as they are in charters. Charters do not, by nature, provide greater opportunity. The opportunities are there in public education. The parents just need to take advantage of them. Each school has a PIC (Parent Involvement Council) or a School Improvement Council and a committee to decide where trusts and land monies should be spent for improving academics in each school. There are also PTA's and other volunteer opportunities parents could choose to be involved in.

Question #7: It has not been proven that charter schools employ any more innovative teaching methods that regular education does.

Question #8: Of course charters drain resources. Millions of public dollars are being pumped into the charter school movement, with very no appreciable data saying that they are doing a better job than public education. If the student is not sitting in one of our desks on Oct 1, we don't receive a full WPU for them. Business partners with charters could be a benefit for public education endowments. Wealthier parents, who are attracted to charters, could benefit public education. All federal and state monies slated for charters could be put back into public education to fund fully all the under-funded and unfunded mandates from both levels of government.

Question #9: Charters have not been proven a to be a "sound" choice.

Question #10: Charter schools are not held at the same standards as public education. Public education is held at a standard the legislature decides. The parents decide charter's standards through the charter school. Charter schools are formed around a narrow mission and have freedom from excess regulations while public schools are expected to teach an ever-growing curriculum often expanded by state for federal mandates. The legislature continues to decide the standard for public education, i.e.:UPASS

Question #11: Charters have not proven that they improve student learning. There is no data to suggest this.

Question #12: I do believe they are a fad for school reform, but I don't believe they will soon pass.

Question #13: Our educational philosophy does provide for participation by teachers in curriculum design and other school decisions. Each school has a school improvement team that writes goals for their school. Teachers serve on that committee, and many others.

Question #14: If charter schools did not exist, we would continue to improve the quality of public education.

Question #16: I believe that, we as a district, have been very responsive to the charter schools in our district and have co-operated fully with them.

Question #17: This question bothers me the most. I believe that public education values most of these purposes as important for us. Alpine School District's Mission Statement and areas of focus apply directly to some of the purposes of charters. We believe that above all, student learning or student achievement is the most important area of focus we have. We afford opportunities for students to become academically successful as well as responsible, contributing citizens.

Another area of our District focus is professional development. We can plan and support professional development, which increases understanding that can lead to active participation in designing and implementing learning programs at each school. We also support teachers "learning" new and different learning strategies to better help "all" students learn.

As to the choice of learning opportunities for students, public education has provided for competition within its own structure by providing choices of programs and open enrollment provisions to allow parents to choose from different offerings.

As stated before, we have many wonderful ways parents can become partners with schools for the benefit of the students by participating in a variety of ways. One of our areas of focus is to develop strong, positive relationships with community leaders, business leaders, legislators, and patrons.

As previously stated, the State Legislature seems to be the innovator of the creation of measurement tools.

Question #18: The way you ask this question is, again very unsettling. I feel our District has always been service oriented and always has and will continue to implement proven educational programs. We always improve on our communication to the parents and to the public in advertising and tooting our own horn about the great things that are happening in our district. Again, that goes with our area of focus that deals with community relation. It has nothing to do with charter schools in our District.

Question #19: Since the two charter schools in our District have not yet opened, it is difficult to answer charters compliment or compete with our public schools. Right now, the 700 children that have been projected to attend charters from our 49,000 students is not going to make any difference in our schools. Even with those 700 students gone, we will still have to provide the same number of teachers and classrooms.

Three of my personal concerns about charters are: 1) The teachers do not have to be certified, (what will the long term effect be of non-certificated teachers in classrooms be?) 2) there are no curriculum standards and 3) they are not fiscally responsible to anyone. Public education and charter schools are not playing on a level playing field. These bring great concerns about equity.

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We have had two charter schools apply at our district but when we approve the charters based on certain rules and regulations they need to meet they are upset. Charter schools want to play by their rules. They want to be private schools paid with tax dollars with little or no accountability. If Charter Schools are going to use tax payers money the same accountability should be held for all schools.



Appendix G: Comparison of regional state charter school programs.<sup>7</sup>

Characteristic	Arizona	Colorado	Idaho	New Mexico	Nevada
Number of Schools Allowed	Unlimited	Unlimited	60 in the first five years (12 charters per year), and not more than two charters per year may be granted within an educational classification region, and not more than one charter may be granted for any one school district in a year, and no whole school district may be converted to a charter district.	75 new, 25 conversion	21; unlimited on charters serving at-risk students
Number of Charter Schools	419	93	14	21	14
Eligible Chartering Authorities	Local school boards, state board of education, state board for charter schools	Local school boards; state board may recommend conversion of "failing" schools	Local school board	Local school boards	Local school boards, following an initial review by the state committee on charter schools
Eligible Applicants	Public body, private person, private organization	Any person or organization (for profit or non-profit)	Any person	Any individual or group	Committee consisting of at least 3 certified teachers and up to 10 additional community members
Types of Charter Schools	Converted public, converted private, new starts (but not home-based schools)	Converted public, new starts (but not home-based schools)	Converted public, new starts	Converted public, new starts	New starts and distance learning schools that serve at-risk students

<sup>7</sup> Information derived in part from: Center for Education Reform (2001). *Charter School Laws Across the States (2001)*. Washington DC: Center for Education Reform.

Characteristic	Arizona	Colorado	Idaho	New Mexico	Nevada
Appeals Process	None	Applications denied by the local school board may be appealed to the state board of education, which may remand the decision back to local school board for reconsideration. A second denial may be appealed to the state board, which may instruct the local board to approve the charter.	Applications denied by the local school board may be appealed to a hearing officer selected by the state superintendent of public instruction. The hearing officer can make recommendations, but those recommendations are non-binding.	Applications denied by the local school board may be appealed to the state board of education. If the local school board does not act on an application within 30 days, the applicant can appeal to the state board.	If the local board takes no action, or rejects an application that is first reviewed by the state committee on charter schools, the application may then be appealed back to the state. If the state approves the charter, it will become the sponsor.
Recipient of Charter	Charter school governing body	Charter school governing board	Charter school governing body	Charter school governing body	Charter school governing body
Term of Initial Charter	15 years	Up to 5 years	5 years	Up to 5 years	6 years (possibility of renewal after 3 years)
Automatic Waiver from Most State and District Education Laws, Regulations, and Policies	Yes	Limited; exemptions from district policies must be negotiated with sponsor district and specified in charter, and waivers from state statutes must be granted by state board of education; in practice, however, waivers from state statutes are invariably granted upon request, and many districts grant charter schools wholesale waivers from district policy as well.	Limited	No, certain exemptions from particular laws, regulations, and policies may be negotiated and specified in charter or requested later through waiver process.	No; exemptions from particular law, regulations, and policies must be specified in charter

Characteristic	Arizona	Colorado	Idaho	New Mexico	Nevada
Governance	Governing board	Specified in charter	Specified in charter	Specified in charter	Contracts and services are negotiated with the district
Charter School May be Managed or Operated by a For-Profit Organization	Yes	Charters can be given directly to a for-profit organization	For-profits may not operate charters and it is unclear whether they may be contracted with for services.	No	Charters may not be granted directly to for-profit organizations, but the schools may be managed by them
Transportation for Students	For charter schools authorized by local school boards, transportation may be provided by the district; other charter schools receive state transportation aid to provide transportation for students	Specified in charter	Same as traditional public school. Transportation support paid to the charter school students living more than one and one-half (1 1/2) miles from the school.	Shall negotiate with district	Specified in charter
Facilities Assistance	Department of Education must publish list of vacant buildings owned by state that are suitable for charter schools. Non-profit charter schools may apply for financing from Industrial Development Authorities.	If space is available in district facility, charter school may not be charged for that space (other costs for facilities operations and maintenance are to be negotiated). The Educational and Cultural Facility Authority may issue bonds on behalf of charter schools.	None	None	None. May use existing public school facilities after hours, otherwise may not use existing public facilities
Technical Assistance	Provided by the Department of Education as well as non-governmental entities	Not addressed in law, but provided by Department of Education, as well as non-governmental entities upon request	Provided by the Department of Education	Provided by the Department of Education as well as non-governmental entities upon request	Not addressed in law, but provided by Department of Education upon request

Characteristic	Arizona	Colorado	Idaho	New Mexico	Nevada
Reporting Requirements	Charter schools, like all schools in state, must prepare an annual report card for parents and the department of education; charter schools must also undergo an annual audit.	Charter school renewal application must include a report on school's progress in meeting its educational goals; state board of education must prepare a report for the legislature comparing performance of charter school students with that of comparable students in other public schools and reviewing the regulations and policies for which waivers were sought.	Annual financial, operational, and student progress reports.	Annual accountability reports to parents, local school board, and department of education.	Annual reports as required of district public schools
Funding Amount	For charter schools authorized by local school boards, funding may be negotiated and is specified in the charter; for other charter schools, funding is determined by the same base support level formula used for all district schools. Estimated portion is about \$4,600.	Effective 2000-2001, a minimum of 95% of average per pupil revenue follows the student. Charter schools may seek bonds at a public rate. In districts of 500 or fewer, at least 85% of district per-pupil revenue is guaranteed. Estimated portion is about \$4,800 to \$5,300.	Computation of support units for each charter school shall be calculated according to the Idaho Code. Funding from the state educational support program shall be equal to the total distribution factor, plus the salary-based apportionment provided in Idaho Code. Estimated portion is about \$6,000 but varies with apportionment calculations.	98% (minimum) of state and district operations funding follows students, based on average district per-pupil revenue. Estimated portion is about \$4,900 to \$5,000.	100% of per-pupil funding

Characteristic	Arizona	Colorado	Idaho	New Mexico	Nevada
Path	Funds pass through district to charter schools authorized by local school boards; from state to all other charters schools.	Funds pass through district to school	Funds pass through district to school	Funds pass through district to school	Funds pass from state to school
Fiscal Autonomy	Yes	Relationship negotiated with sponsor district and specified in charter.	Unclear, depends upon the amount of control exercised by the school board	Yes; charter school submits a school-based budget to local school board for approval; local board authority is limited to ensuring that sound fiscal practices are followed	Yes, but district still maintains some control over funding, as specified in charter
Start-up Funds	Federal and state funds available	Federal funds available; no state funding	Federal funds available; some state funds available	State stimulus fund available	State funding available through revolving loan fund
Certification	Not required	Required may be waived	Required	Required	70% must be certified; in vocational schools, 50% must be certified
Retirement Benefits	Charter schools must participate in state's retirement system	Charter schools must participate in state's retirement system	Specified in charter	Charter schools must participate in state's retirement system	May administer its own or negotiate with the district
Eligible Students	All students in state	All students in state	All Students	All students in district	All students
Preference for Enrollment	District residents if sponsored by local school board; siblings.	District residents	District residents	Students enrolled prior	Racial balance of charter school may not differ from district by more than 10%.

Characteristic	Arizona	Colorado	Idaho	New Mexico	Nevada
Enrollment Requirements	Not permitted	Not permitted	None	Not permitted	Through June 30, 2003, there are geographic restrictions for charter schools: 4 per 75,000 students in counties with a population over 400,000, 4 in each county with a population between 400,000 and 100,000, and 1 in each county with a population below 100,000.
Selection Method (in case of over-enrollment)	Equitable selection process such as a lottery	Enrollment decision made in a non-discriminatory manner specified in charter (e.g., first-come-first-served, lottery)	Lottery/random process	Not yet addressed	Lottery/random process
At-Risk Provisions	None	Priority in the approval process must be given to schools designed to serve low-achieving students	None	None	Must be primary consideration for establishing charters; an unlimited number of charters may be started to serve at-risk students

# Charter School PARENT Survey



**DIRECTIONS:** Please answer the following questions by checking or writing the most appropriate answer. All questions refer to your child's charter school.

1. How many of your children attended this charter school during the past school year?

Write number of children \_\_\_\_\_

2. During the past school year, in which grades did you have children enrolled at this school (check all that apply)?

Kindergarten _____	7 <sup>th</sup> Grade _____
1 <sup>st</sup> Grade _____	8 <sup>th</sup> Grade _____
2 <sup>nd</sup> Grade _____	9 <sup>th</sup> Grade _____
3 <sup>rd</sup> Grade _____	10 <sup>th</sup> Grade _____
4 <sup>th</sup> Grade _____	11 <sup>th</sup> Grade _____
5 <sup>th</sup> Grade _____	12 <sup>th</sup> Grade _____
6 <sup>th</sup> Grade _____	

3. How many years have some or all of your children attended this school (check one)?

1 Year \_\_\_\_\_  
2 Years \_\_\_\_\_  
3 Years \_\_\_\_\_

4. What is your race/ethnicity (check one)?

African American \_\_\_\_\_  
Asian \_\_\_\_\_  
Caucasian/white \_\_\_\_\_  
Hispanic \_\_\_\_\_  
Native American \_\_\_\_\_  
Pacific Islander \_\_\_\_\_

Other (specify) \_\_\_\_\_

5. What is your relationship to the child/children attending this charter school (check one)?

Mother or female guardian \_\_\_\_\_

Father or male guardian \_\_\_\_\_

Other (specify) \_\_\_\_\_

6. Do you plan to send your children to this school in the fall (check one)?

YES \_\_\_\_\_

NO \_\_\_\_\_

Not Sure \_\_\_\_\_

My child graduated from this school \_\_\_\_\_

7. What is your highest level of education (check one)?

Some high school or less \_\_\_\_\_

High school diploma or GED \_\_\_\_\_

AA degree or some college \_\_\_\_\_

Bachelor's degree \_\_\_\_\_

Graduate degree \_\_\_\_\_

8. What type of school did your child/children attend prior to this one (check one)?

Regular public school \_\_\_\_\_

Private school (not church affiliated) \_\_\_\_\_

Parochial or church-related school \_\_\_\_\_

Home taught \_\_\_\_\_

Did not attend school (pre-K) \_\_\_\_\_

Other (specify) \_\_\_\_\_

**DIRECTIONS:** Respond to each of the following statements by circling whether you Strongly Disagree (SD), Disagree (D), are Neutral (N), Agree (A) or Strongly Agree (SA) with the statement.

*All questions refer to your child's charter school.*

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 9.  | Parents volunteer often at this school .....                          | SD | D | N | A | SA |
| 10. | Parents know what happens at this school .....                        | SD | D | N | A | SA |
| 11. | Enough parents participate at parent/teacher conferences .....        | SD | D | N | A | SA |
| 12. | Parents support extracurricular activities at this school .....       | SD | D | N | A | SA |
| 13. | Teachers are knowledgeable about the subjects they teach .....        | SD | D | N | A | SA |
| 14. | Teachers care about students as individuals .....                     | SD | D | N | A | SA |
| 15. | Teachers maintain discipline in their classrooms .....                | SD | D | N | A | SA |
| 16. | Teachers are well organized .....                                     | SD | D | N | A | SA |
| 17. | Teachers enjoy teaching .....   | SD | D | N | A | SA |
| 18. | Students are well behaved .....                                       | SD | D | N | A | SA |
| 19. | Enough students participate in extracurricular activities .....       | SD | D | N | A | SA |
| 20. | Students are excited about learning .....                             | SD | D | N | A | SA |
| 21. | Students have pride in their school .....                             | SD | D | N | A | SA |
| 22. | This school's administration is accessible to parents .....           | SD | D | N | A | SA |
| 23. | This school's administration is well organized .....                  | SD | D | N | A | SA |
| 24. | This school's administration applies appropriate discipline.....      | SD | D | N | A | SA |
| 25. | This school's administration has high expectations for all students . | SD | D | N | A | SA |
| 26. | This school prepares students for future employment .....             | SD | D | N | A | SA |
| 27. | This school provides a quality education .....                        | SD | D | N | A | SA |
| 28. | Instruction at this school is innovative .....                        | SD | D | N | A | SA |
| 29. | Instruction at this school challenges students .....                  | SD | D | N | A | SA |
| 30. | Students have adequate computer access .....                          | SD | D | N | A | SA |

*All questions refer to your child's charter school.*

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 31. | This school has enough quality textbooks .....            | SD | D | N | A | SA |
| 32. | Students have enough extracurricular opportunities .....  | SD | D | N | A | SA |
| 33. | Students feel safe at this school .....                   | SD | D | N | A | SA |
| 34. | Students feel safe going to and from this school .....    | SD | D | N | A | SA |
| 35. | This school is clean and in good repair .....             | SD | D | N | A | SA |
| 36. | The school grounds and hallways are well supervised ..... | SD | D | N | A | SA |
| 37. | Parent input is valued at this school.....                | SD | D | N | A | SA |
| 38. | This school is financially well-managed.....              | SD | D | N | A | SA |
| 39. | This school is financially sound.....                     | SD | D | N | A | SA |
| 40. | I am aware of the goals of this school.....               | SD | D | N | A | SA |
| 41. | I think this school has a bright future.....              | SD | D | N | A | SA |

42. Rate the importance of the following factors in your decision to enroll your child/children at this charter school. (Circle the most appropriate response, from 1 to 5, for each item where 1 = Very Unimportant and 5 = Very Important.)

	Very Unimportant			Very Important		
	▼					▼
a. Greater quality of teachers .....	1	2	3	4	5	
b. High academic standards .....	1	2	3	4	5	
c. Interest in being involved in an educational reform effort.....	1	2	3	4	5	
d. Greater school safety.....	1	2	3	4	5	
e. Greater parent involvement.....	1	2	3	4	5	
f. Greater availability/use of computers & other technology .....	1	2	3	4	5	
g. My child was performing poorly at previous school .....	1	2	3	4	5	
h. I was unhappy with the curriculum & instruction at previous school.	1	2	3	4	5	
i. Smaller class sizes.....	1	2	3	4	5	
j. Greater quality of students .....	1	2	3	4	5	
k. Specific curriculum or instructional philosophy.....	1	2	3	4	5	

43. Rate your level of satisfaction with the following aspects of your child's/children's charter school.  
(Circle the most appropriate response, from 1 to 5, for each item where 1 = Very Dissatisfied and 5 = Very Satisfied.  
Circle NA if the item is not applicable.)

	Very Dissatisfied ▼				Very Satisfied ▼	Not Applicable
a. What is taught at the school .....	1	2	3	4	5	NA
b. Quality of teachers at the school .....	1	2	3	4	5	NA
c. School goals .....	1	2	3	4	5	NA
d. Ability of the school to fulfill its stated goals .....	1	2	3	4	5	NA
e. School learning materials (books, handouts, etc.) .....	1	2	3	4	5	NA
f. Parent input into important school decisions .....	1	2	3	4	5	NA
g. School buildings and facilities .....	1	2	3	4	5	NA
h. Availability of computers and other technology .....	1	2	3	4	5	NA
i. School governing structure .....	1	2	3	4	5	NA
j. Administrative leadership at the school .....	1	2	3	4	5	NA
k. School's ability to communicate with parents .....	1	2	3	4	5	NA

- 
44. How much money did you give the charter school for required fees, for all of your children, during the past school year?

Write in amount or put "0" if you didn't pay any fees    \$\_\_\_\_\_

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If there are any issues regarding this school that you think are important, but have not been adequately addressed in the survey questions, please write them in the box below or on a separate sheet if needed.

# Secondary Charter School STUDENT Survey



**DIRECTIONS:** Please answer the following questions by checking or writing the most appropriate answer.

- |   |   |
|---|---|
| <p>1. What grade are you currently in?</p> <p style="text-align: right;">Write in grade _____</p>   | <p>6. What is the highest level of education you plan to complete?</p> <p style="text-align: right;">High school _____</p> <p style="text-align: right;">Two-year college/vocational school _____</p> <p style="text-align: right;">Four-year college _____</p> <p style="text-align: right;">Graduate school _____</p> <p style="text-align: right;">Not sure at this time _____</p> <p style="text-align: right;">Other (specify) _____</p>             |
| <p>2. How many years, including this one, have you attended this school?</p> <p style="text-align: right;">Write in years _____</p>   |   |
| <p>3. What is your gender?</p> <p style="text-align: right;">Boy _____</p> <p style="text-align: right;">Girl _____</p>   | <p>7. What type of school did you attend prior to this one?</p> <p style="text-align: right;">Public school _____</p> <p style="text-align: right;">Private school (not church affiliated) _____</p> <p style="text-align: right;">Parochial or church-related school _____</p> <p style="text-align: right;">Home school _____</p> <p style="text-align: right;">Did not attend school _____</p> <p style="text-align: right;">Other (specify) _____</p> |
| <p>4. What is your race/ethnicity?</p> <p style="text-align: right;">African American _____</p> <p style="text-align: right;">Asian _____</p> <p style="text-align: right;">Caucasian _____</p> <p style="text-align: right;">Hispanic _____</p> <p style="text-align: right;">Native American _____</p> <p style="text-align: right;">Pacific Islander _____</p> <p style="text-align: right;">Other (specify) _____</p> |   |
| <p>5. Is there a computer at your home?</p> <p style="text-align: right;">YES _____</p> <p style="text-align: right;">NO _____</p>  | <p>8. Do you have internet access at home?</p> <p style="text-align: right;">YES _____</p> <p style="text-align: right;">NO _____</p>   |

**DIRECTIONS:** Respond to each of the following statements by CIRCLING whether you Strongly Disagree (SD), Disagree (D), are Neutral (N), Agree (A) or Strongly Agree (SA) with the statement. All of the statements refer to your school.

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 9. My parents volunteer often at the school .....             | SD | D | N | A | SA |
| 10. My parents know what happens at school .....              | SD | D | N | A | SA |
| 11. My parents support extracurricular activities .....       | SD | D | N | A | SA |
| 12. My teachers care about me as an individual .....          | SD | D | N | A | SA |
| 13. My teachers maintain discipline in their classrooms ..... | SD | D | N | A | SA |
| 14. My teachers enjoy teaching .....                          | SD | D | N | A | SA |
| 15. I behave at school .....                                  | SD | D | N | A | SA |

**DIRECTIONS:** Respond to each of the following statements by CIRCLING whether you Strongly Disagree (SD), Disagree (D), are Neutral (N), Agree (A) or Strongly Agree (SA) with the statement. All of the statements refer to your school.

16. I participate in extracurricular activities .....	SD	D	N	A	SA
17. I am excited about learning .....	SD	D	N	A	SA
18. I have pride in this school .....	SD	D	N	A	SA
19. The Principal knows me by name .....	SD	D	N	A	SA
20. The Principal applies appropriate discipline at the school .....	SD	D	N	A	SA
21. The Principal has high expectations for all students .....	SD	D	N	A	SA
22. This school is preparing me for future employment .....	SD	D	N	A	SA
23. This school provides a quality education .....	SD	D	N	A	SA
24. Instruction at this school challenges me .....	SD	D	N	A	SA
25. I have adequate computer access .....	SD	D	N	A	SA
26. I have enough quality textbooks .....	SD	D	N	A	SA
27. I have enough extracurricular opportunities .....	SD	D	N	A	SA
28. I feel safe at school .....	SD	D	N	A	SA
29. I feel safe going to and from school .....	SD	D	N	A	SA
30. The school is clean and in good repair .....	SD	D	N	A	SA
31. The school grounds and hallways are well supervised .....	SD	D	N	A	SA
32. I maintain friendships with students from my old school .....	SD	D	N	A	SA
33. The teachers are better here than at my old school .....	SD	D	N	A	SA
34. This school has smaller class sizes than my old school .....	SD	D	N	A	SA
35. I get a better education here than at my old school.....	SD	D	N	A	SA
36. I have more friends here than at my old school .....	SD	D	N	A	SA
37. I use computers here more than I did at my old school .....	SD	D	N	A	SA
38. I feel safer here than at my old school .....	SD	D	N	A	SA
39. My parents are more involved here than at my old school .....	SD	D	N	A	SA
40. It is harder for me to get good grades here than at my old school..	SD	D	N	A	SA
41. I learn things here that I didn't at my old school .....	SD	D	N	A	SA

**THANK YOU FOR YOUR HELP!**  
Please wait for further instructions from your teacher

Elementary  
**Charter School STUDENT Survey**



**DIRECTIONS:** Please answer the following questions by checking or writing the most appropriate answer.

1. What grade are you currently in?

Write in grade \_\_\_\_\_

2. What is your gender?

Boy \_\_\_\_\_

Girl \_\_\_\_\_

4. What is your race/ethnicity?

African American \_\_\_\_\_

Asian \_\_\_\_\_

Caucasian \_\_\_\_\_

Hispanic \_\_\_\_\_

Native American \_\_\_\_\_

Pacific Islander \_\_\_\_\_

3. Is there a computer at your home?

YES \_\_\_\_\_

NO \_\_\_\_\_

Other (specify) \_\_\_\_\_

**DIRECTIONS:** Respond to each of the following statements by CIRCLING whether you Disagree, are Not Sure, or Agree with the statement. All of the statements refer to your school.

- |  |          |          |       |
|--|----------|----------|-------|
| 5. My parents help at school .....                 | Disagree | Not Sure | Agree |
| 6. My parents know what happens at school .....    | Disagree | Not Sure | Agree |
| 7. My teacher cares about me .....                 | Disagree | Not Sure | Agree |
| 8. I always behave in class .....                  | Disagree | Not Sure | Agree |
| 9. My classmates are well behaved .....            | Disagree | Not Sure | Agree |
| 10. My classmates are excited about learning ..... | Disagree | Not Sure | Agree |
| 11. The principal cares about me .....             | Disagree | Not Sure | Agree |
| 12. The principal treats all students fairly ..... | Disagree | Not Sure | Agree |
| 13. This is a great school for learning .....      | Disagree | Not Sure | Agree |
| 14. My teacher challenges me .....                 | Disagree | Not Sure | Agree |
| 15. I use computers at school all the time .....   | Disagree | Not Sure | Agree |
| 16. I like my textbooks .....                      | Disagree | Not Sure | Agree |
| 17. I feel safe at school .....                    | Disagree | Not Sure | Agree |
| 18. I feel safe going to and from school .....     | Disagree | Not Sure | Agree |



# Charter School TEACHER Survey



Directions: Please answer the following questions by checking or writing the most appropriate answer.

1. What is your primary role at this school?

Full-time teacher \_\_\_\_\_

Part-time teacher \_\_\_\_\_

Teaching assistant \_\_\_\_\_

Special education teacher \_\_\_\_\_

Other (specify) \_\_\_\_\_

2. What is your current certification?

I am currently certified to teach in Utah \_\_\_\_\_

I am working to obtain certification \_\_\_\_\_

I am certified in a state other than Utah \_\_\_\_\_

I am not certified, but meet  
alternative certification requirements \_\_\_\_\_

Other (specify) \_\_\_\_\_

3. What is your race/ethnicity?

African American \_\_\_\_\_

Asian \_\_\_\_\_

Caucasian \_\_\_\_\_

Hispanic \_\_\_\_\_

Native American \_\_\_\_\_

Pacific Islander \_\_\_\_\_

Other (specify) \_\_\_\_\_

4. Are you teaching in a subject area that you are  
certified to teach in?

YES \_\_\_\_\_

NO \_\_\_\_\_

Not applicable \_\_\_\_\_

5. Which grade level do you mostly work with?

Write in grade \_\_\_\_\_

6. How many years, including this one, have you  
worked at this school?

Write in years \_\_\_\_\_

7. How many total years have you worked as a  
teacher or teaching assistant?

Write in years \_\_\_\_\_

8. What is your gender?

Female \_\_\_\_\_

Male \_\_\_\_\_

9. Do you plan to teach at this school next year?

YES \_\_\_\_\_

NO \_\_\_\_\_

Not Sure \_\_\_\_\_

10. What is your highest level of education?

Some high school \_\_\_\_\_

High school diploma \_\_\_\_\_

Bachelor's degree \_\_\_\_\_

Master's degree \_\_\_\_\_

Doctorate \_\_\_\_\_

11. Is there a completed SEP/SEOP for each of your  
students?

YES \_\_\_\_\_

NO \_\_\_\_\_

12. What type of school did you teach at prior to this  
one?

Public school \_\_\_\_\_

Private school (not church affiliated) \_\_\_\_\_

Parochial or church-related school \_\_\_\_\_

Was not teaching \_\_\_\_\_

Other (specify) \_\_\_\_\_

**DIRECTIONS:** Respond to each of the following statements by circling whether you Strongly Disagree (SD), Disagree (D), are Neutral (N), Agree (A) or Strongly Agree (SA) with the statement. All of the statements refer to your school.

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 13. | Parents volunteer often at the school.....                        | SD | D | N | A | SA |
| 14. | Parents know what happens at school .....                         | SD | D | N | A | SA |
| 15. | Enough parents participate at parent/teacher conferences .....    | SD | D | N | A | SA |
| 16. | Parents support extracurricular activities .....                  | SD | D | N | A | SA |
| 17. | Teachers are knowledgeable about the subjects they teach .....    | SD | D | N | A | SA |
| 18. | Teachers care about students as individuals .....                 | SD | D | N | A | SA |
| 19. | Teachers maintain discipline in their classrooms .....            | SD | D | N | A | SA |
| 20. | Teachers are well organized .....                                 | SD | D | N | A | SA |
| 21. | Teachers enjoy teaching .....                                     | SD | D | N | A | SA |
| 22. | Students are well behaved .....                                   | SD | D | N | A | SA |
| 23. | Enough students participate in extracurricular activities .....   | SD | D | N | A | SA |
| 24. | Students are excited about learning .....                         | SD | D | N | A | SA |
| 25. | Students have pride in their school .....                         | SD | D | N | A | SA |
| 26. | Administration is accessible to teachers .....                    | SD | D | N | A | SA |
| 27. | Administration is supportive of teachers .....                    | SD | D | N | A | SA |
| 28. | Administration is well organized .....                            | SD | D | N | A | SA |
| 29. | Administration applies appropriate discipline at the school ..... | SD | D | N | A | SA |
| 30. | Administration has high expectations for all students .....       | SD | D | N | A | SA |
| 31. | This school prepares students for future employment .....         | SD | D | N | A | SA |
| 32. | This school provides a quality education .....                    | SD | D | N | A | SA |
| 33. | Instruction at this school is innovative .....                    | SD | D | N | A | SA |
| 34. | Instruction at this school challenges students .....              | SD | D | N | A | SA |
| 35. | Staff has access to enough ongoing training .....                 | SD | D | N | A | SA |
| 36. | Students have adequate computer access .....                      | SD | D | N | A | SA |

**DIRECTIONS:** Respond to each of the following statements by circling whether you Strongly Disagree (SD), Disagree (D), are Neutral (N), Agree (A) or Strongly Agree (SA) with the statement. All of the statements refer to your school.

37. The school has enough quality textbooks ..... SD D N A SA
38. Students have enough extracurricular opportunities ..... SD D N A SA
39. Students and staff feel safe at school ..... SD D N A SA
40. The school is clean and in good repair ..... SD D N A SA
41. The school grounds and hallways are well supervised ..... SD D N A SA
42. I follow the state core when developing lesson plans ..... SD D N A SA
43. Parent input is valued at this school..... SD D N A SA
44. The school is financially well-managed..... SD D N A SA
45. The school is financially sound..... SD D N A SA
46. I am aware of the goals of the school..... SD D N A SA
47. My input is valued at this school ..... SD D N A SA

48. Rate the importance of the following factors in your decision to seek employment at this school. CIRCLE the most appropriate response, from 1 to 5, for each item where 1 = Very Unimportant and 5 = Very Important.

	Very Unimportant ▼			Very Important ▼		
a. High quality of teachers .....	1	2	3	4	5	
b. High academic standards.....	1	2	3	4	5	
c. Interest in being involved in an educational reform effort.....	1	2	3	4	5	
d. Greater school safety .....	1	2	3	4	5	
e. Greater parent involvement.....	1	2	3	4	5	
f. Greater availability/use of computers & other technology.....	1	2	3	4	5	
g. Opportunity to work with like-minded educators .....	1	2	3	4	5	
h. Freedom to teach the way I want.....	1	2	3	4	5	
i. Smaller class sizes.....	1	2	3	4	5	
j. High quality of students .....	1	2	3	4	5	
k. Specific curriculum or instructional philosophy .....	1	2	3	4	5	
l. Fewer discipline problems .....	1	2	3	4	5	

49. Rate your level of satisfaction with the following aspects of your school. CIRCLE the most appropriate response, from 1 to 5, for each item where 1 = Very Dissatisfied and 5 = Very Satisfied. Circle NA if the item is not applicable.

	Very Dissatisfied ▼				Very Satisfied ▼	Not Applicable
a. Salary level .....	1	2	3	4	5	NA
b. Fringe benefits .....	1	2	3	4	5	NA
c. Relations with the community at large .....	1	2	3	4	5	NA
d. School goals .....	1	2	3	4	5	NA
e. Ability of the school to fulfill its stated goals .....	1	2	3	4	5	NA
f. Evaluation or assessment of your performance .....	1	2	3	4	5	NA
g. Resources available for instruction .....	1	2	3	4	5	NA
h. School buildings and facilities .....	1	2	3	4	5	NA
i. Availability of computers and other technology .....	1	2	3	4	5	NA
j. School governing structure .....	1	2	3	4	5	NA
k. Administrative leadership .....	1	2	3	4	5	NA

50. If there are any issues regarding this school that you think are important, but have not been adequately addressed in the survey questions, please write them in the box below.

# School Board Member Survey

Evaluation of Utah Charter Schools



**DIRECTIONS:** Please answer the following questions by checking the most appropriate answer.

- |  |  |
|--|--|
| 1. How long have you served as a school board member?  | 3. Have you visited the charter school located in your district?   |
| 1 to 3 years _____   | YES _____  |
| 4 to 8 years _____   | NO _____   |
| More than 8 years _____  |  |
| 2. Has the school age population in your district increased, decreased or remained stable over the past 5 years? | 4. Is the impact on the district budget from students attending the charter schools rather than district schools positive, negative or is there no budgetary impact? |
| Increased _____  | Positive _____   |
| Decreased _____  | Negative _____   |
| Remained stable _____  | No impact _____  |

**DIRECTIONS:** Respond to each of the following statements by circling whether you Strongly Disagree (SD), Disagree (D), are Neutral (N), Agree (A) or Strongly Agree (SA) with the statement.

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 5. Charter schools “skim” the best students from regular public schools .....   | SD | D | N | A | SA |
| 6. Charter schools provide greater opportunities for parent participation than regular public schools .....                         | SD | D | N | A | SA |
| 7. Charter schools employ innovative teaching methods .....   | SD | D | N | A | SA |
| 8. Charter schools drain valuable resources from regular public schools .....   | SD | D | N | A | SA |
| 9. Charter schools provide a sound educational choice for parents .....   | SD | D | N | A | SA |
| 10. Charter schools are held to higher accountability standards than regular public schools .....                                   | SD | D | N | A | SA |
| 11. Charter schools improve student learning .....  | SD | D | N | A | SA |
| 12. Charter schools are an educational fad that will soon pass .....  | SD | D | N | A | SA |
| 13. Charter school teachers are provided greater opportunities to participate in curriculum design and other school decisions ..... | SD | D | N | A | SA |
| 14. Competition, in the form of charter schools, will improve regular public education .  | SD | D | N | A | SA |
| 15. I am knowledgeable about the purpose of Charter Schools in Utah .....   | SD | D | N | A | SA |
| 16. The relationship between my district and the charter school is strained .....   | SD | D | N | A | SA |

17. Based on Utah Code, there are six purposes of charter schools. Please rate how important you believe each of these purposes are by circling a number from 1 to 5, where 1 = Very Unimportant and 5 = Very Important.

Purposes of Utah Charter Schools		Very Unimportant			Very Important		
		1	2	3	4	5	
a.	To continue to improve student learning .....	1	2	3	4	5	
b.	To encourage the use of different and innovative teaching methods .....	1	2	3	4	5	
c.	To create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school.....	1	2	3	4	5	
d.	To increase choice of learning opportunities for students ..	1	2	3	4	5	
e.	To establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools .....	1	2	3	4	5	
f.	To provide opportunities for greater parental involvement in management decisions at the school level .....	1	2	3	4	5	

18. Please circle the answer that best responds to the question:

*Because of the charter school in your district has the district...*

a.	Become more service-oriented? .....	YES	NO	Unsure
b.	Implemented additional educational programs? .....	YES	NO	Unsure
c.	Increased communication with parents? .....	YES	NO	Unsure
d.	Increased advertising of educational & other programs?.....	YES	NO	Unsure

19. On a scale of one to ten, please rate whether the charter school in your district compliments or competes with the education program of your district. Circle the appropriate number.

COMPLIMENTS					COMPETES				
1	2	3	4	5	6	7	8	9	10

If there are any issues regarding charter schools that you think are important, please write or type them on a separate sheet of paper and return it with the survey. All comments will be anonymously included in the final evaluation report unless you request otherwise.

**Thank you for your help. Please return the survey in the stamped envelope provided.**